

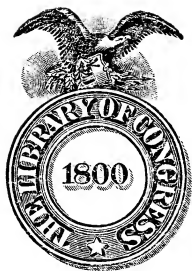
PE

1109

C73

1823

C. Henry











# ENGLISH GRAMMAR,

MADE EASY TO

THE TEACHER AND PUPIL.

ORIGINALLY COMPILED

FOR THE USE OF

WEST-TOWN BOARDING SCHOOL,

PENNSYLVANIA.

---

---

BY JOHN COMLY.

---

---

The Thirteenth Edition Corrected and much Improved.

---

PHILADELPHIA :

PUBLISHED BY KIMBER AND SHARPLESS,

No. 93 Market-street.

J. Rakestraw, Printer.

.....

1823.

PE 1109  
.C73  
1823

Eastern District of Pennsylvania, to wit :

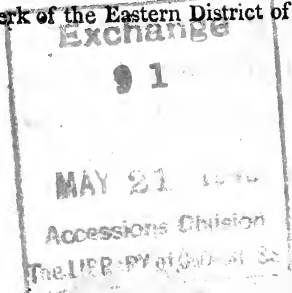


BE IT REMEMBERED, That on the eighth day of May, in the forty-fifth year of the Independence of the United States of America, A. D. 1821, Kimber and Sharpless, of the said district, have deposited in this office the title of a book, the right whereof they claim as proprietors, in the words following, to wit :

“ English Grammar, made easy to the Teacher and Pupil. Originally compiled for the use of West-Town Boarding School, Pennsylvania. By John Comly. The eleventh edition corrected and much improved.”

In conformity to the Act of the Congress of the United States, intituled, “ An act for the encouragement of learning, by securing the copies of maps, charts, and books, to the authors and proprietors of such copies, during the times therein mentioned.”—And also to the act, entitled, “ An act supplementary to an act, entitled, ‘ An act for the encouragement of learning, by securing the copies of maps, charts, and books, to the authors and proprietors of such copies during the times therein mentioned,’ and extending the benefits thereof to the arts of designing, engraving, and etching historical and other prints.”

D. CALDWELL,  
Clerk of the Eastern District of Pennsylvania.





## PREFACE.

---

IT may be proper to observe, that the author of this compilation has studied so to abridge and arrange the definitions and rules necessary to be committed to memory, as not to burden the pupil; and yet, by the frequent repetition and application of them in parsing, to render them clear and explicit. As it is found that no advantage arises from burdening the memories of children with a multitude of precepts which they do not comprehend, the compiler has interspersed a number of examples for parsing, wherein, after a few of the definitions are committed to memory, they may be repeated and explained till they are well understood, as well as more deeply imprinted on the mind.

Such parts as appear most necessary to be committed to memory are exhibited in a larger type. The notes and observations should, nevertheless, be carefully perused by the learner.

As rightly understanding a sentence depends very much on a knowledge of its grammatical construction, it is of importance that the stu-

dent should be able to resolve it into its component parts, and to ascertain whether these are properly arranged. A clear and comprehensive method of parsing, and of correcting false syntax, is essential to this attainment. These two objects have been principally aimed at in the succeeding work, and it is hoped a proper attention to them will be found very beneficial to the learner in acquiring a knowledge of the language.

In the eleventh edition, several alterations have been made in the definitions of the parts of speech and their subdivisions, in order to render them more explicit. Some superfluous notes, &c. have been omitted, and the number of examples for parsing, and of false syntax, has been increased. In the conjugation of verbs in the subjunctive mood, and in the corresponding rules of syntax, it is believed, such changes have been made, as will greatly diminish, if not entirely remove the difficulties which these parts of the subject have hitherto presented.

J. COMLY.

changed into *i* before an additional syllable, as *holy*, *holiness*; except when the next syllable begins with a vowel; as, *deny*, *denying*. But when *y* at the end of a word is preceded by a vowel, it is very seldom changed by the additional syllable.

## RULE 3.

*E* final, or *e* at the end of a word, should be omitted when a syllable is added which begins with a vowel: as *love*, *loving*, &c. except after *c* and *g* soft, before *able* and *ible*, as *service*, *serviceable*: But if the additional syllable begin with a consonant, the *e* should not be omitted: as *peaceful*.

The words *duly*, *truly*, *awful*, *judgment*, *abridgment*, *acknowledgment*, are exceptions to this rule.

## RULE 4.

A consonant at the end of a word, preceded by a single vowel, should be doubled on the addition of a syllable beginning with a vowel; as *begin*, *beginning*, &c.

But if it be preceded by a diphthong, or the accent be on the preceding syllable it should remain single; as, *toil*, *toiling*, *differ*, *difference*, &c.

## RULE 5.

Words ending in double *l*, having *ness*, *less*, *ly*, or *full*, added to them, generally omit one *l*; as *fulness*, *skilful*. But words ending in any other double letter, retain both when these syllables are added to them; as *harmlessness*, *carelessness*.

## RULE 6.

Words derived from words ending in *ce* or *ck*, are written with *ci* in the additional syllable, as *grace*, *gracious*, &c.

Those derived from words ending in *d*, *s*, or *se*, should be spelled with *si*; as *descend*, *descension*, &c. and those from words ending in *t*, or *te* with *ti*; as, *sect*, *section*, &c. except such as are derived from words ending in *mit*, or *vert*, which take *si*; as *omit*, *omission*.

## RULE 7.

Words taken into composition, often drop those letters which are superfluous in their simples; as *handful*, *also*, &c.

The following Rules show the most useful methods of dividing words into syllables.

**RULE 1.**

A single consonant between two vowels must be joined to the latter ; as be-gin : except the letter x ; as ex-ist, &c. and words compounded ; as up-on, dis-ease.

**RULE 2.**

Two consonants proper to begin a word, must not be separated ; as fa-ble : But when they come between two vowels, and are such as cannot begin a word, they must be divided ; as un-der, in-sect.

**RULE 3.**

When three consonants meet in the middle of a word and are proper to begin a word, if the preceding vowel be pronounced long, they must not be separated ; as de-throne. But when the vowel of the preceding syllable is pronounced short, one of the consonants must always be joined with it ; as dis-tract, dis-prove.

**RULE 4**

When three or four consonants, which are not proper to begin a word, meet between two vowels, the first consonant should always be joined to the preceding vowel ; as com-plete, con-strain.

**RULE 5.**

Two vowels, not being a diphthong, must generally be divided into separate syllables ; as cre-ate, deni-al.

**RULE 6.**

Compounded words must be traced into the simple words of which they are composed, and divided accordingly ; as good-ness, over-power.

**RULE 7.**

Grammatical terminations are generally separated ; as teach-est, lov-ed.

The best and most general direction for dividing the syllables in spelling, is to divide them as they are naturally separated in a right pronunciation.

## ETYMOLOGY.

The second part of Grammar is Etymology ; which treats of the different sorts of words, or parts of speech, and their variations.

The names of the parts of speech, are Article, noun, adjective, pronoun, verb, participle, adverb, conjunction, preposition, and interjection.

### ARTICLE.

An article is a part of speech placed before nouns. The articles are *a* or *an*, and *the*.

### NOUN.

A noun is the name of any thing that we can see, hear, taste, smell, feel, or discourse of ; as *man*, *apple*, *fire*, *virtue*.

### ADJECTIVE.

An adjective is a word used to express some quality or property of a noun, or to show the extent of its signification ; as *good*, *wise*, *this*, *that*, *one*, *two*.

### PRONOUN.

A pronoun is a word used instead of a noun ; as, The boy is diligent ; *he* improves.

### VERB.

A verb is a part of speech, which signifies *to be*, *to act*, or *to receive an action* ; as *I am*, *I love*, *I am loved*.

### PARTICIPLE.

A participle is a word derived from a verb,

partaking of the nature of a verb and an adjective, and is generally formed by adding *ing*, *ed*, *d*, *t*, or *n*, to the verb.

#### ADVERB.

An adverb is a word used to modify the meaning of a verb, participle, adjective, or another adverb; as He acts *prudently*.

#### CONJUNCTION.

A conjunction is a word used to join words or sentences together, and to show the manner of their dependance on each other; as *and*, *but*.

#### PREPOSITION.

A preposition is a word used to show the relation of different words to each other, and generally points to a following noun or pronoun; as *in*, *with*, *to*.

#### INTERJECTION.

An interjection is a word which expresses a sudden emotion of the mind; as *Oh!* *alas!*

As soon as the pupil has committed the preceding definitions of the parts of speech to memory, he may be exercised in PARSING, or applying them to the different words which compose a sentence, in the following manner:

The industrious bees return to their hive, loaded with honey and wax.

The.....an article. An article is a part of speech placed before nouns.

- industrious*.....an adjective. An adjective is a word used to express some quality or property of a noun, or to show the extent of its signification.
- bees*.....a noun. A noun is the name of any thing that we can see, hear, taste, smell, feel, or discourse of.
- return*.....a verb. A verb is a part of speech which signifies *to be, to act, or to receive an action.*
- to*.....a preposition. A preposition is a word used to show the relation of different words to each other, and generally points to a following noun or pronoun.
- their*.....a pronoun. A pronoun is a word used instead of a noun.
- hive*.....a noun. A noun is the name of any thing that we can see, hear, &c.
- loaded*.....a participle. A participle is a word derived from a verb, partaking of the nature of a verb, and an adjective, and is generally formed by adding *ing, ed, d, t, or n,* to the verb
- with*.....a preposition. A preposition is a word used to show the relation of different words to each other, and generally points to a following noun or pronoun.
- honey*.....a noun. A noun is the name of any thing that we can see, hear, taste, &c.
- and*.....a conjunction. A conjunction is a word used to join words or sentences together, and to show the manner of their dependance on each other.

wax.....a noun. A noun is the name of any thing that we can see, hear, taste, smell, &c.

#### EXAMPLES FOR PARSING.

A house, a garden, a field, and a meadow.

An apple, an orange, and a plum are wholesome fruits.

The rainbow on the clouds, is a beautiful sight.

An obedient son gives joy to his father and mother.

Shady trees form a delightful arbour in the heat of summer.

A peaceful mind makes a serene countenance.

John is an industrious boy ; he studies his lesson diligently.

His brother sent him a knife, a book, a box of wafers, and an inkstand.

James rode on a fine horse, and went from Darby to Philadelphia in an hour.

How sweetly the birds sing.

I saw him once, and perhaps I shall see him again shortly.

By promoting the welfare of his neighbours, he gained their esteem.

She bought her needles and scissors of the pedlar who was here yesterday.

Oh, peace ! how desirable art thou !

Sarah writes very neatly, and spells her words correctly.



The school was very large, when William left it.



## OF THE NOUN.

A noun is the name of any thing that we can see, hear, taste, smell, feel, or discourse of; as, *man, apple, fire, virtue, &c.*

Nouns are sometimes divided into proper and common.

A noun proper is the name of a particular person, place or thing; as, *William, London, Brandywine.*

A noun common is the name of a sort or species of things; as, *man, river, city.*

A noun which is the name of a company, or body of people, is called a *collective noun*, or *noun of multitude*; as *family, assembly, committee.*



## OF THE PRONOUN.

A pronoun is a word used instead of a noun; as, "The boy is diligent; *he* improves."

There are three kinds of pronouns, *personal, relative* and *interrogative.*

### PERSONAL.

*I, thou, he, she, it,* and their variations, are called *personal* pronouns.

### RELATIVE.

*Who, which, what,* and *that,* are called *relative* pronouns.

### INTERROGATIVE.

*Who,* and sometimes *what* and *which,* are

called interrogative pronouns when used in asking questions.

*Whoever, whatever,* and sometimes *what,* are called compound relative pronouns; they represent a noun and relative pronoun.

Interrogative pronouns are the same as relative, only their antecedents cannot be determined till the answer is given to the question.

### EXAMPLES FOR PARSING,

*In which the division of the pronouns should be repeated.*

William is a wise man, he acts prudently.

William.....	a noun.	A noun is the name of any thing that we can see, hear, &c.
is.....	a verb.	A verb is a part of speech which signifies <i>to be, to act, or to receive an action.</i>
a.....	an article.	An article is a part of speech placed before nouns.
wise.....	an adjective.	An adjective is a word used to express some quality or property of a noun, or to show the extent of its signification.
man.....	a noun.	A noun is the name of any thing we can see, &c.
he,	a personal pronoun.	I, thou, <i>he, she, it,</i> are called personal pronouns.
acts.....	a verb.	A verb is a part of speech which signifies <i>to be, to act, or to receive an action.</i>
prudently.....	an adverb.	An adverb is a word used to modify the meaning of a verb, participle, adjective, or another adverb.

The diligent farmer generally raises a good crop.

James and John went from the city to Darby in a chair.

Thomas is a man who is very useful ; he is kind to poor people.

The earth is the Lord's, and the fulness thereof.

Thou art a friend whom I love sincerely.

The true worship of God is an important and awful service.

Who is like unto the Lord in glory ?

The book which I bought, is a very valuable treatise.

William Penn, who founded Philadelphia, was a very pious man.

---

There are four things belonging to nouns and pronouns ; namely, *person*, *number*, *gender*, and *case*.

#### PERSON.

There are three persons which may be the subject of a discourse.

The *first person* is the person who speaks ; as, *I, we*.

The *second person* is the person or thing spoken to ; as, *thou, child*.

The *third person* is the person or thing spoken of ; as, *he, she, man, city*.

*Nouns* are always of the third person, except when an address is made in the second person.

## NUMBER.

There are two numbers, the *singular* and *plural*.

The *singular* number implies but one; as *book*.

The *plural* number expresses more than one; as *books*.

The plural number of nouns is regularly formed by adding *s* or *es* to the singular, as, *book, books, bush, bushes*.

But many plurals are formed irregularly; as *man, men; foot, feet; child, children*.

If the singular end in *y* preceded by a consonant, the plural must end in *ies*; as *beauty, beauties*. If the singular end in *f* or *fe* the plural must end in *ves*; as, *knife, knives; wolf, wolves, &c.*; except *relief, reproof*, and some others.

Some nouns have no plural; as *wheat, rye, pitch, gold*.

Some have no singular; as *bellows, lungs, tongs, scissors*.

Some are used alike in both numbers; as *sheep, deer, fern, hose, means*.

Some appear to have a plural termination that are in the singular number; as *news, meazles, odds, gallows*.

## EXAMPLES FOR PARSING,

*In which the person and number of nouns and pronouns should be defined.*

The person and number of relative pronouns are determined only by their antecedents, with which they agree.

Sarah and thou are happy.

Sarah, a noun, of the third person singular.

The third person is the person or thing spoken of.

The singular number implies but one.

and, a conjunction. A conjunction is a word used to join words or sentences together, and to show the manner of their dependance on each other.

thou, a personal pronoun, of the second person singular. I, thou, he, she, it, are called personal pronouns.

The second person is the person spoken to.

The singular number implies but one.

are, a verb. A verb is a part of speech which signifies *to be, to act, or to receive an action.*

happy, an adjective. An adjective is a word used to express some quality or property of a noun, or to show the extent of its signification.

Flattering friends are worse than open enemies.

Thy brother and thou are very industrious; you study diligently.

Children, be obedient to your parents, and honour them.

How greatly the kind offices of an affectionate child gladden the heart of a parent, especially when sinking under age or infirmities!

They and we have need of more stability and sobriety.

CASE.

Case is a change or difference in the termination or situation of a noun or pronoun.

Nouns and pronouns have three cases, the *nominative, possessive, and objective.*

The nominative case is simply the name of a thing, or the state of a noun or pronoun when it is the subject of a verb; as *I walk.*

The possessive case denotes property or possession ; as *thy* book.

The possessive case of nouns is generally formed by adding *s* with an apostrophe to the nominative, or an apostrophe only in the plural number when the nominative ends in *s*.

The objective case is the state of a noun or pronoun, when it is the object of a transitive verb, participle, or preposition ; as I taught *her*.

The objective case of nouns has the same form as the nominative, and is only distinguished by the relation in which it is used, or its situation in the sentence.

#### GENDER.

Gender is the distinction of sex. There are three genders, the *masculine*, *feminine*, and *neuter*.

The masculine gender denotes animals of the male kind.

The feminine gender denotes animals of the female kind.

The neuter gender is applied to things that are neither male nor female.

Some nouns, naturally neuter, are, by a figure of speech called *personification*, converted into the masculine or feminine gender. *Sun, time, death, sleep*, are masculine. *Earth, moon, boat, vessel, city, church, country, nature, gun, watch, fortune, soul, ship, fiddle*, and *virtue and vice*, with their different species, are feminine.

Some nouns are either masculine or feminine; as *Parent, child, cousin, friend, servant, neighbour, person*, &c.

DECLENSION

OF NOUNS AND PRONOUNS.

A noun is declined in the following manner.

Singular.		Plural.
Nominative case,	book,	Nom. books.
Possessive,	book's	Poss. books'.
Objective,	book.	Obj. books.
Singular.		Plural.
Nom. man,		Nom. men.
Poss. man's,		Poss. men's.
Obj. man.		Obj. men.

The personal pronouns are thus declined.

*I, the first person.*

Singular.	Plural.
Nom. I,	Nom. we,
Poss. my, or mine,	Poss. our or ours,
Obj. me.	Obj. us.

*Thou, the second person.*

Sing.	Plur.
Nom. thou,	Nom. ye or you,
Poss. thy, or thine,	Poss. your or yours,
Obj. thee.	Obj. you.

*He, she, it, the third person.*

*He, masculine gender.*

Sing.	Plur.
Nom. he,	Nom. they,
his,	Poss. their, or theirs,
him.	Obj. them.

*She*, feminine.

Sing.	Plur.
Nom. she,	Nom. they,
Poss. her, or hers,	Poss. their, or theirs,
Obj. her.	Obj. them.

*It*, neuter.

Sing.	Plur.
Nom. it,	Nom. they,
Poss. its,	Poss. their,
Obj. it.	Obj. them.

Where there are two forms of the possessive case, as *thy* or *thine*, the former is used with a noun, the latter when the noun is understood, but not expressed.

The noun *self*, is frequently joined with the personal pronouns; as *himself*, *herself*, *itself*, *ourselves*, *yourselves*, *themselves*, and expresses emphasis or opposition, or forms what some call a *reciprocal pronoun*; but such compound pronouns are still properly termed *personal pronouns*.

The relative *who*, and its compound *whoever*, or *whosoever*, are thus declined:

Sing. and Plur.	Sing. and Plur.
Nom. who,	Nom. whosoever,
Poss. whose,	Poss. whosesoever,
Obj. whom.	Obj. whomsoever.

*Which*, *what*, and *that*, have no variations of case, and are used alike in both numbers.

*Who* relates to *persons*, and *which* to *things*; they have no variation by number or person, which is known only by their antecedent nouns or pronouns.

*That* relates either to persons or things, and is determined in number, gender, and person, by its antecedent noun or pronoun.



*That* is a relative pronoun, when it may be changed to *who* or *which*; an adjective, when it is followed by a noun expressed or understood; in all other places it is a conjunction.

EXAMPLES FOR PARSING,

*In which the gender of nouns, and the gender and case of pronouns should be defined.*

A good boy loves his book.

**A**, an article. An article is a part of speech placed before a noun.

**good**, an adjective. An adjective is a word used to express some quality, &c.

**boy**, a noun, of the third person singular, masculine gender.

The third person is the person or thing spoken of. The singular number implies but one.

The masculine gender denotes animals of the male kind.

**loves**, a verb. A verb is a part of speech which signifies to be, to act, or to receive an action.

**his**, a personal pronoun, of the third person singular, masculine gender, possessive case.

I, thou, he, she, it, are called personal pronouns.

The third person is the person or thing spoken of.

The singular number implies but one.

The masculine gender denotes animals of the male kind.

The possessive case denotes property or possession.

**book**, a noun, of the third person singular, neuter gender.

The third person is the person or thing spoken of.

The singular number implies but one.

The neuter gender is applied to things that are neither male nor female.

She rejoiced to see her father and mother.

William was a very good boy ; his disposition was mild and affable.

In all her conduct, she manifested her prudence and sobriety.

The country, the valleys and the mountains, the rivers and the sea, proclaim the goodness of God, who giveth them beauty.

Narrow is the way that leads to life.

---

### ADJECTIVE.

An adjective is a word used to express some quality or property of a noun, or to show the extent of its signification ; as *good, wise, this, that, one, two.*

Most adjectives are varied by comparison.

There are commonly reckoned three degrees of comparison ; the *positive, comparative, and superlative.*

The *positive degree* is the adjective itself simply ; as *hard, soft, good.*

The *comparative degree* increases or lessens the signification of the positive ; as *harder, softer, better.*

The *superlative degree* increases or lessens the signification of the positive to the highest or lowest degree ; as *hardest, softest, best.*

Adjectives are regularly compared, when the comparative degree is formed by the addition of *r* or *er*, and the superlative by *st* or *est*, to the positive ; as

Positive.	Comparative.	Superlative.
large,	larger,	largest.
small,	smaller,	smallest.

Or, by prefixing the adverb *more*, for the comparative degree, and *most*, for the superlative ; as

Pos.	Com.	Sup.
wise,	more wise,	most wise.
virtuous,	more virtuous,	most virtuous.

The comparative degree is sometimes formed by prefixing the adverb *less*, and the superlative by *least* ; as

Pos.	Com.	Sup.
amiable,	less amiable,	least amiable.
able,	less able,	least able.

Monosyllables, for the most part are compared by *er* and *est* ; and dissyllables by *more* and *most* ; as mild, milder, mildest ; frugal, more frugal, most frugal. Some dissyllables ending in *y* or *le*, or such as are accented on the last syllable, easily admit of being compared by *er* and *est* ; as happy, happier, happiest ; able, abler, ablest. But words of more than two syllables are nearly always compared by *more* and *most*.

In some words the superlative degree is formed by adding the adverb *most* to the end of them ; as *nethermost*, *uttermost*, *uppermost*, *foremost*, &c.

Some adjectives may be compared with equal propriety by *er* and *est*, or by *more* and *most*. In such cases the easy flow and perspicuity of the style should be regarded.

The following adjectives are irregularly compared.

Pos.	Com.	Sup.
Good,	better,	best.
bad,	worse,	worst.
little,	less,	least.
much, or many,	more,	most.
near,	nearer,	nearest, or next.
late,	later,	latest, or last.
far,	farther,	farthest.

Adjectives which cannot be increased or decreased in their signification do not admit of comparison ; as *all*, *any*, *round*, *square*.

One, two, three, twenty, thirty, &c. are sometimes called *numeral adjectives*.

A word which is sometimes used as an adjective, and sometimes as a pronoun, is called a *pronominal adjective*.

Pronominal adjectives, when used as pronouns, have number, case, gender, and person; when joined with nouns, they relate to them as other adjectives.

The pronominal adjectives *this*, *that*, *one*, *other*, and *another*, are declined in the following manner :

Sing. this.	Plur. these.	Sing. that.	Plur. those.
Sing.		Plur.	
Nom. one,		Nom. ones,	
Poss. one's,		Poss. ones',	
Obj. one.		Obj. ones.	
Sing.		Plur.	
Nom. other,		Nom. others,	
Poss. other's,		Poss. others',	
Obj. other.		Obj. others.	

*Another* is declined in the same manner but wants the plural.

#### EXAMPLES OF PARSING,

*In which the degrees of comparison should be defined, and the relation of adjectives to nouns expressed.*

As the positive cannot be properly called a *degree*, but only the *simple state* of the adjective, it is unnecessary, in parsing, to annex any degree to it, except it be in the comparative or superlative.

**Amos** was a wise man, but John is wiser.

**Amos**, a noun, of the third person singular.

The third person is the person or thing spoken of.

The singular number implies but one.

was, a verb. A verb is a part of speech which signifies to be, to act, or to receive an action.

a, an article. An article is a part of speech placed before nouns.

wise, an adjective, relating to the noun *man*.

An adjective is a word used to express some quality or property of a noun, or to show the extent of its signification.

man, a noun, of the third person singular.

The third person is the person or thing spoken of.

The singular number implies but one.

but, a conjunction. A conjunction is a word, &c.

John, a noun, of the third person singular.

is, a verb. A verb is a part of speech, &c.

wiser, an adjective of the comparative degree, relating to the noun *man* understood.

An adjective is a part of speech used to express some quality or property of a noun, or to show the extent of its signification.

The comparative degree increases or lessens the signification of the positive.

A serene mind makes a cheerful countenance.

A regular and virtuous education is an inestimable blessing.

She is a better reader than her sister, and has a clearer voice.

It is the highest ingratitude to overlook a thousand blessings, and murmur at one affliction.

James is a more learned man than John, but less eloquent.

Think not the longest life the happiest.

Time, well employed, does man the greatest honour.

The most acceptable sacrifice is that\* of a contrite heart.

---

### VERB.

A verb is a part of speech which signifies to be, to act, or to receive an action; as *I am, I love, I am loved.*

There are three kinds of verbs; *active, passive, and neuter.*

An active verb expresses the action of its subject or nominative; as *John writes.*

A passive verb signifies that its subject or nominative is passive, and receives an action; as *Peter is beaten.*

A neuter verb expresses neither action nor passion, but simply being, or a state or condition of being; as *I am, I sit.*

*Examples for the exercise of the pupil in distinguishing the different kinds of verbs.*

*I write. He walks.*

*They are taught. We were favoured.*

*He lived in town. They are wise men.*

*James reads very well.*

*You are deceived by them.*

*He rejoiced at the event.*

*The task was performed.*

*The book lies on the table.*

\* That, a pronominal adjective of the third person singular.

Joseph desired to be remembered by thee.

Thomas rode so fast that we could not overtake him.

I have searched, and have found it.

The garden was enlarged.



Active verbs are either *transitive* or *intransitive*.

An active verb is *transitive* when the action passes over from the subject or nominative to an object, or following noun or pronoun; as "James reads his lesson."

In this example, the action of the verb *reads*, passes from the subject or nominative *James*, to the noun *lesson*, which is its object: therefore the verb *reads* is a transitive active verb.

The object of a transitive verb may be known by answering the question *who* or *what* with the verb; thus in the sentence "John loves play," the answer to the question "What does John love?" is *play*; therefore *play* is the object of the transitive active verb *loves*.

An active verb is *intransitive* when the action does not pass over to an object, but is confined within the verb; as "The birds fly."

In this example the action of *flying* does not pass over to any object, but is confined to the verb; therefore the verb *fly* is an *intransitive* active verb.

Many active verbs are used both in a transitive and intransitive signification, the construction only determining of which kind they are; thus in the sentence, "She reads well;" the verb *reads* is an *intransitive* active verb, because no object is expressed or clearly understood, on which the action of the verb passes. But in the phrase,

“She reads her lesson ;” the verb *reads* is transitive ; the action passing over to the noun *lesson*.

Sometimes the object of a transitive verb is understood but not expressed ; this does not alter the nature of the verb, where the object is clearly implied.

Between verbs *active* and *neuter*, there is a slow gradation from activity to inactivity ; to define this, and mark exactly its several steps, is a very nice point. In general the sense and construction must determine the degree of activity or inactivity, and accordingly they must be ranked with active or neuter verbs.

Some verbs are used both in an active and neuter signification, which is determined only by the construction ; as in the phrase, “The curtains hang.” The verb *hang* is a neuter verb, expressing only a state or manner of being ; but in the phrase “She hangs the curtains,” the verb *hangs* is a transitive active verb.

That an *action* may terminate on some object, or, that it may have no effect on any thing beyond the actor or agent, is also evident. Hence *active* verbs are properly divided into *transitive* and *intransitive*, which denote the passing over, or not passing over of the action to an object. But as *neuter* verbs express no kind of action, but simply being, existence or a state of being, there can be no propriety in calling them *intransitive* verbs ; and to rank intransitive *active* verbs with those that are strictly neuter must tend to “perplex rather than assist the learner.” For, after a pupil has learned that a verb signifies to *do*, and that to *do* is *active*, how greatly must he be perplexed and embarrassed when he is told that to *walk*, to *laugh*, to *run*, &c. are neuter verbs ! Yet such is the distribution of verbs in many dictionaries, and admitted by too many authors and teachers.

If our definition of a verb, and the arrangement of *transitive* or *intransitive active*, passive, and neuter verbs, are properly understood, we do not conceive that the difference, as some apprehend, between verbs absolutely *neuter* (expressing no kind of action at all) and those *intransitively active* (expressing action) can be “very difficult to be ascertained.”



Verbs are principally conjugated by the help of auxiliaries ; as *be, have, will, &c.*

The principal auxiliaries are, *do, be, have, shall, will, may, can,* with their variations, and *must*, which has no variation.

To verbs belong *number, person, mood, and tense.*

#### NUMBER AND PERSON.

Verbs have two numbers, the singular and plural ; as “ *He reads, they read.*”

In each number there are three persons ; as

	Singular.	Plural.
First person,	I love,	1. We love,
Second person,	Thou lovest,	2. You love,
Third person,	He loves,	3. They love.

The second person singular is regularly formed by adding *st* or *est* to the first person, except in some of the auxiliaries.

The third person singular is of the same form as the first, except in the indicative mood present and perfect tenses—where it ends in *s* or *th*.

The different persons of the plural number have no variation of ending, and are always like the first person singular, except in the verb *be*.

When a verb is compounded with an auxiliary, the auxiliary only changes its ending to express the different persons, and the principal verb remains the same ; if there are several auxiliaries, the first only changes its ending ; as “ *I have loved, thou hast loved, he has loved ; thou mightst have loved,*” &c.

#### MOOD.

Mood is a particular form of the verb, show-

ing the manner in which the being, action, or passion is represented.

The nature and use of a mood consist in the changes which the verb undergoes, to express various intentions of the mind, and various modifications and circumstances of action.

There are five moods; the Indicative, the Imperative, the Potential, the Subjunctive, and the Infinitive.

The Indicative mood simply indicates or declares a thing; as I see; they know; or asks a question; as "Dost thou know?"

The Imperative mood is used for commanding, exhorting, intreating or permitting; as "Depart thou; mind ye; go in peace."

The Imperative mood is used only in the second person in both numbers.

The Potential mood implies power, liberty, duty, will, or obligation; as "I can walk; they should know."

By this mood also a question may be asked; as "May I go?" "Could he understand?"

The potential mood may be known by the auxiliaries *may, can, must, might, could, would* and *should*.

The Subjunctive mood represents a thing under a condition, supposition, or contingency, and is preceded by a conjunction, expressed or understood, and attended by another verb; as "If he *were* good, he would be happy."

The infinitive mood expresses a thing in a general and unlimited manner, without any distinction of number or person; as "To love, to walk."

## OF TENSE.

Tense is the distinction of the time in which an action or event occurs.

There are six tenses; the Present; the Imperfect; the Perfect; the Pluperfect; the First and Second Futures.

The present tense represents an action or event as passing, or existing at the time in which it is mentioned: as "*I write; he is loved; they think.*"

The present tense is also used in speaking of actions continued, with occasional intermissions, to the present time; as "He frequently rides; she walks out every morning." It is even sometimes applied to represent the actions of persons long since dead, as transacting at the present time; as Seneca *reasons* well;" "Only by pride cometh contention, *says* Solomon."

When the present tense is preceded by the words *when, before, after, till, as soon as*, it is sometimes used to point out the relative time of a future action, as brought into present view; as "When the stage *arrives*, we shall hear from home;" "Before he *returns* he will probably hear the news; or at least soon after he *arrives.*"

The imperfect tense is used to show that the action or event took place, at or during a period of time fully past; as *I wrote, yesterday.*

The perfect tense indicates that the action

or event occurred within a period of time which has not yet fully past; as She *has written* this week.

This tense as well as the imperfect, denotes a thing as past; but this in such a manner that the action or event is connected with the present time, and there is still actually remaining some part of the space of time to slide away, wherein we declare, that the thing has been done; as "I have seen him to-day;" whereas the imperfect tense denotes the action or event as fully past and finished, in such a manner, that none of the space of time remains wherein it was done; as "I saw him last week."

The pluperfect tense represents a thing, not only as past, but also as prior to another event or point of time which is past; as She *had written* her letter before he *arrived*.

The first future tense represents the action or event as yet to come; as "The sun *will rise* to-morrow;" "I *shall see* them again."

The second future tense intimates that the action or event will be fully past or accomplished, at or before a future time, action or event, to which it refers; as "I *shall have dined* before one o'clock."



## OF THE PARTICIPLES.

A participle is a word derived from a verb, partaking of the nature of a verb and an adjective, and is generally formed by adding *ing*, *ed*, *d*, *t*, or *n*, to the verb.

There are three participles ; the *present* or *active*, the *perfect* or *passive*, and the *compound perfect* ; as from the verb *love*, are derived the participles *loving*, *loved*, and *having loved*.

The *present* or *active* participle is formed by adding *ing* to the verb, and expresses an action or event as begun and not ended ; as " I saw him *labouring* in the field."

When this participle is derived from an active verb, it is called an *active participle* ; but when it is derived from a neuter or passive verb, it is called a *present participle*.

The *perfect* or *passive* participle is generally formed by adding *ed*, *d*, *t*, or *n*, to the verb, and refers to an action, passion, or event, as perfect and finished ; as " A man *heated* with liquor."

This participle when derived from a neuter or intransitive verb, is called the *perfect participle*, because intransitive and neuter verbs do not express a passion or suffering.

When these participles do not convey the idea of time, they become adjectives, and express the quality of the noun to which they relate. In general when they are placed after nouns they are *participles*, and when they precede nouns, they are adjectives of quality. Thus the phrases, " A man *loving* to give, as well as receive : " " A person *moving* in haste, *heated* with liquor," contain participles giving the idea of time : but in the expressions, " a *loving* child," " a *moving* spectacle," " a *heated* imagination," the same words mark the qualities referred to without any regard to time, and are properly termed *adjectives*.

The *compound perfect participle* is formed by prefixing the auxiliary *having* to the perfect or passive participle, thus, *loved*, *having loved*.

Participles sometimes perform the office of nouns, and are used as such ; as in the following instances : " The *beginning* ; " " a good *understanding*."

A present or active participle, or a compound perfect participle, preceded by an article, or a noun or pronoun in the possessive case, becomes a noun, and is properly called a *participial noun*.

### *Of the Conjugation of Verbs.*

The conjugation of a verb is the regular combination and arrangement of its several moods, tenses, numbers and persons.

Verbs are called *regular*, when they form the imperfect tense of the indicative mood and the perfect or passive participle, by the addition of *ed* or *d* to the present tense; as present, *I love*; imperfect, *I loved*; perfect participle, *loved*; those which vary from this rule, are called *irregular*; as pres. *I write*; imperf. *I wrote*; perfect part. *written*.

Conjugation of the regular active verb,  
*Love.*

Ind. pres. Love.                  Imp. Loved.  
Perf. part. Loved.

#### INDICATIVE MOOD.

The indicative mood simply indicates or declares a thing; or asks a question. It is used in all the tenses; thus:

#### Present tense.

Sing.		Plur.
1. person, I love,		1. We love,
2.            Thou lovest,		2. You love,
3.            He loveth, or loves.		3. They love.

When energy or positiveness is intended, the auxiliary *do* should precede the verb ; thus :

Sing.	Plur.
1. I do love,	1. We do love,
2. Thou dost love,	2. Ye do love,
3. He doth, or does love.	3. They do love.

### Imperfect tense.

The imperfect tense, in the indicative mood of all regular verbs, is formed by adding *d* or *ed*, to the present ; as love, loved ; thus :

Sing.	Plur.
1. I loved,	1. We loved,
2. Thou lovedst,	2. You loved,
3. He loved.	3. They loved.

Or, by prefixing the auxiliary *did* to the present tense ; thus :

Sing.	Plur.
1. I did love,	1. We did love,
2. Thou didst love,	2. You did love,
3. He did love.	3. They did love.

### Perfect tense.

The perfect tense, in the indicative mood, is formed by prefixing the auxiliary *have* to the perfect or passive participle ; thus :

Sing.	Plur.
1. I have loved,	1. We have loved,
2. Thou hast loved,	2. You have loved,
3. He has loved.	3. They have loved.

### Pluperfect tense.

The pluperfect tense in the indicative mood

is formed by prefixing the auxiliary *had* to the passive participle ; thus :

## Singular.

## Plural.

- |                      |                    |
|----------------------|--------------------|
| 1. I had loved,      | 1. We had loved,   |
| 2. Thou hadst loved, | 2. You had loved,  |
| 3. He had loved.     | 3. They had loved. |

## First future tense.

The first future tense in the indicative mood is formed by prefixing the auxiliary *shall* or *will* to the present tense.

*Shall* in the first person singular and plural, simply foretells ; as " I shall go abroad ;" " We shall dine at home " in the second and third persons it promises, commands, or threatens : as " thou shalt have it ;" " Ye shall go ;" " He shall answer for it."

*Will* in the first person singular and plural, expresses resolution and promising : as " I will strive to learn : " " We will amend our ways." In the second and third persons it only foretells ; as " Thou wilt repent of that folly : " " They will have a pleasant walk."

These definitions of the auxiliaries *shall* and *will* are not to be understood of interrogative sentences, in which, for the most part, their meaning is just the reverse ; also when the verb is preceded by a conjunction expressing doubt or uncertainty, their signification is somewhat different.

## Singular.

## Plural.

- |                     |                     |
|---------------------|---------------------|
| 1. I shall love,    | 1. We shall love,   |
| 2. Thou shalt love, | 2. You shall love,  |
| 3. He shall love.   | 3. They shall love. |

## Second future tense.

The second future tense in the indicative mood, is formed by prefixing the auxiliaries



*shall have, or will have, to the perfect or passive participle ; thus :*

**Singular.**

1. I shall have loved,
2. Thou shalt have loved,
3. He shall have loved.

**Plural.**

1. We shall have loved,
2. You shall have loved,
3. They shall have loved.

**IMPERATIVE MOOD.**

The imperative mood is used for commanding, exhorting, entreating or permitting : and as the person or persons commanded, exhorted, &c. are always understood to be present, this mood is used only in the present tense, and the address made in the second person only ; thus :

**Singular.**

2. Love, or *love thou.*

**Plural.**

2. Love, or *love you.*

**POTENTIAL MOOD.**

The potential mood implies power, liberty, duty, will, or obligation : which is expressed by the auxiliary *may, can, must, might, could, would or should.* This mood is used in all the tenses, except the *first and second futures.*

The auxiliaries *may* and *might*, express the liberty or possibility of an action or event ; as “ *It may rain.* ” “ *He may go.* ” “ *They might have made more improvement.* ” *Can* and *could* express power : as “ *He can read better than I ;* ” “ *They could go faster if they chose.* ”

*Must* denotes necessity or obligation ; as “ *Thou must strive to learn ;* ” “ *We must attend at the time appointed.* ”

*Would* denotes inclination or will, and *should*, obligation or duty ; but they both vary their import, and are often used to express simple events.

## Present tense.

The present tense in the potential mood is formed by prefixing the auxiliary *may*, *can*, or *must*, to the present tense of the infinitive mood; thus:

Sing.

1. I may love,
2. Thou mayst love,
3. He may love.

Plur.

1. We may love,
2. You may love,
3. They may love.

## Imperfect tense.

The imperfect tense in the potential mood is formed by prefixing the auxiliary *might*, *could*, *would*, or *should*, to the present tense of the infinitive mood; thus:

Sing.

1. I might love,
2. Thou mightst love,
3. He might love.

Plur.

1. We might love,
2. You might love,
3. They might love.

## Perfect tense.

The perfect tense in the potential mood is formed by prefixing the auxiliaries *may have*, *can have*, or *must have*, to the perfect or passive participle; thus:

- Singular. 1. I may have loved,  
 2. Thou mayst have loved,  
 3. He may have loved.

- Plural. 1. We may have loved,  
 2. You may have loved,  
 3. They may have loved.

Pluperfect tense.

The pluperfect tense in the potential mood is formed by prefixing the auxiliaries, *might have, could have, would have, or should have,* to the perfect or passive participle ; thus :

- Singular. 1. I might have loved,  
 2. Thou mightst have loved,  
 3. He might have loved.
- Plural. 1. We might have loved,  
 2. You might have loved,  
 3. They might have loved.

SUBJUNCTIVE MOOD.

The subjunctive mood represents a thing under a condition or contingency, and is preceded by a conjunction expressed or understood, and attended by another verb.

Present tense.

- | Sing.              | Plur.            |
|--------------------|------------------|
| 1. If I love,      | 1. If we love,   |
| 2. If thou lovest, | 2. If you love,  |
| 3. If he loves.*   | 3. If they love. |

Imperfect tense.

- | Sing.                        | Plur.             |
|------------------------------|-------------------|
| 1. If I loved,               | 1. If we loved,   |
| 2. If thou lovedst or loved, | 2. If you loved,  |
| 3. If he loved.              | 3. If they loved. |

First future tense.

The first future tense is formed by prefixing

\* Some writers use the singular number in the present tense of the subjunctive mood, without any variation ; as "if I love, if thou love, if he love." But this usage must be ranked amongst the anomalies of our language.

the auxiliary *shall*, *should*, or *will*, to the present tense of the infinitive mood.

Sing.

Plur.

- |                          |                          |
|--------------------------|--------------------------|
| 1. If I (shall) love,    | 1. If we (shall) love,   |
| 2. If thou (shalt) love, | 2. If you (shall) love,  |
| 3. If he (shall) love.   | 3. If they (shall) love. |

The three preceding tenses of the subjunctive mood, are all that are necessarily connected with the rules of syntax. But the other tenses, corresponding with those of the indicative or potential mood, when preceded by a conjunction and attended by another verb, expressing condition, or contingency, should be parsed in the *subjunctive mood*.

As every verb of the subjunctive mood is attended by another verb in the indicative, the imperative, or potential mood, and this attending verb fixes the time with sufficient clearness, it is common in the use of the future tense of the subjunctive mood, to make an ellipsis of the auxiliary. Thus, instead of saying, "If he *shall arrive* there in time, he will go in the stage," we say "If he *arrive* there in time, &c."

#### INFINITIVE MOOD.

The infinitive mood expresses a thing in a general and unlimited manner, without any distinction of number or person. It is generally preceded by the preposition *to*, and is used only in the *present* and *perfect tenses*.

Present tense,      To love.

Perfect tense,      To have loved.

#### PARTICIPLES.

The present or active participle is formed by adding *ing* to the verb.

The perfect or passive participle is generally formed by adding *ed*, *d*, *t*, or *n*, to the verb.

The compound perfect participle is formed by prefixing the auxiliary *having* to the perfect or passive participle.

Present or active, Loving,  
 Perfect or passive, Loved,  
 Compound perfect, Having loved.

Conjugation of the irregular active verb,  
*write.*

Ind. pres. Write. Imp. Wrote.  
 Perf. part. Written.

INDICATIVE MOOD.\*

Present tense.

Sing.

Plur.

- |                  |                |
|------------------|----------------|
| 1. I write,      | 1. We write,   |
| 2. Thou writest, | 2. You write,  |
| 3. He writes.    | 3. They write. |

Imperfect tense.

Sing.

Plur.

- |                  |                |
|------------------|----------------|
| 1. I wrote,      | 1. We wrote,   |
| 2. Thou wrotest, | 2. You wrote,  |
| 3. He wrote.     | 3. They wrote. |

Perfect tense.

Sing.

Plur.

- |                       |                       |
|-----------------------|-----------------------|
| 1. I have written,    | 1. We have written,   |
| 2. Thou hast written, | 2. You have written,  |
| 3. He has written.    | 3. They have written. |

Pluperfect tense.

Sing.

Plur.

- |                        |                      |
|------------------------|----------------------|
| 1. I had written,      | 1. We had written,   |
| 2. Thou hadst written, | 2. You had written,  |
| 3. He had written.     | 3. They had written. |

\* The definitions of the moods and tenses may properly be given by the pupil, through all the conjugations.

## First future tense.

Sing.

1. I shall write,
2. Thou shalt write,
3. He shall write.

Plur.

1. We shall write,
2. You shall write,
3. They shall write.

## Second future tense.

- Singular. 1. I shall have written,  
 2. Thou shalt have written,  
 3. He shall have written.

- Plural. 1. We shall have written,  
 2. You shall have written,  
 3. They shall have written.

## IMPERATIVE MOOD.

Singular.

2. Write, or write thou.

Plural.

2. Write, or write you.

## POTENTIAL MOOD.

Present tense.

Sing.

1. I may write,
2. Thou mayst write,
3. He may write.

Plur.

1. We may write,
2. You may write,
3. They may write.

## Imperfect tense.

Sing.

1. I might write,
2. Thou mightst write,
3. He might write.

Plur.

1. We might write,
2. You might write,
3. They might write.

Perfect tense.

- Singular.** 1. I may have written,  
 2. Thou mayst have written,  
 3. He may have written.

- Plural.** 1. We may have written.  
 2. You may have written,  
 3. They may have written.

Pluperfect tense.

Singular.

1. I might have written,  
 2. Thou mightst have written,  
 3. He might have written.

Plural.

1. We might have written,  
 2. You might have written,  
 3. They might have written.

SUBJUNCTIVE MOOD.

Present tense.

Sing.

Plur.

- |                     |                   |
|---------------------|-------------------|
| 1. If I write,      | 1. If we write,   |
| 2. If thou writest, | 2. If you write,  |
| 3. If he writes.    | 3. If they write. |

Imperfect tense.

Sing.

Plur.

- |                              |                   |
|------------------------------|-------------------|
| 1. If I wrote,               | 1. If we wrote,   |
| 2. If thou wrotest or wrote, | 2. If you wrote,  |
| 3. If he wrote.              | 3. If they wrote. |

## Future tense.

Sing.

- |                           |                           |
|---------------------------|---------------------------|
| 1. If I (shall) write,    | 1. If we (shall) write,   |
| 2. If thou (shalt) write, | 2. If you (shall) write,  |
| 3. If he (shall) write.   | 3. If they (shall) write. |

Plur.

## INFINITIVE MOOD.

Present tense,

To write.

Perfect,

To have written.

## PARTICIPLES.

Present or active, Writing.

Perfect or passive, Written.

Compound perfect, Having written.



Conjugation of the auxiliary or irregular neuter verb, *be*.

Ind. pres. Am.      Imp. Was.

Perf. part. Been.

## INDICATIVE MOOD.

Present tense.

Sing.

1. I am,
2. Thou art,
3. He is.

Plur.

1. We are,
2. You are,
3. They are.

Imperfect tense.

Sing.

1. I was,
2. Thou wast,
3. He was.

Plur.

1. We were,
2. You were,
3. They were.



Perfect tense.

Sing.

Plur.

- |                    |                    |
|--------------------|--------------------|
| 1. I have been,    | 1. We have been,   |
| 2. Thou hast been, | 2. You have been,  |
| 3. He has been     | 3. They have been. |

Pluperfect tense.

Sing.

Plur.

- |                     |                   |
|---------------------|-------------------|
| 1. I had been,      | 1. We had been,   |
| 2. Thou hadst been, | 2. You had been,  |
| 3. He had been.     | 3. They had been. |

First future tense.

Sing.

Plur.

- |                   |                   |
|-------------------|-------------------|
| 1. I shall be,    | 1. We shall be,   |
| 2. Thou shalt be, | 2. You shall be,  |
| 3. He shall be.   | 3. They shall be. |

Second future tense.

Singular.

1. I shall have been,
2. Thou shalt have been,
3. He shall have been.

Plural.

1. We shall have been,
2. You shall have been,
3. They shall have been.

IMPERATIVE MOOD.

Sing.

Plur.

- |                    |                   |
|--------------------|-------------------|
| 1. Be, or be thou. | 2. Be, or be you. |
|--------------------|-------------------|

## POTENTIAL MOOD.

## Present tense.

Sing.

1. I may be,
2. Thou mayst be,
3. He may be.

Plur.

1. We may be,
2. You may be,
3. They may be.

## Imperfect tense.

Sing.

1. I might be,
2. Thou mightst be,
3. He might be.

Plur.

1. We might be,
2. You might be,
3. They might be.

## Perfect tense.

- Singular.
  1. I may have been,
  2. Thou mayst have been,
  3. He may have been.

- Plural.
  1. We may have been.
  2. You may have been.
  3. They may have been.

## Pluperfect tense.

- Singular.
  1. I might have been,
  2. Thou mightst have been,
  3. He might have been,

- Plural.
  1. We might have been,
  2. You might have been,
  3. They might have been.

## SUBJUNCTIVE MOOD.

## Present tense.

Sing.

1. If I am,
2. If thou art,
3. If he is.

Plur.

1. If we are,
2. If you are,
3. If they are,

Imperfect tense.

Sing.

1. If I was,
2. If thou wast,
3. If he was.

Plur.

1. If we were,
2. If you were,
3. If they were.

The imperfect form of the verb *be*, in the subjunctive mood, is frequently used to denote present or future time ; it then takes the following form in the different numbers and persons, viz.

Sing.

1. If I were,
2. If thou wert,
3. If he were.

Plur.

1. If we were,
2. If you were,
3. If they were.

Future tense.

Sing.

1. If I (shall) be,
2. If thou (shalt) be,
3. If he (shall) be.

Plur.

1. If we (shall) be,
2. If you (shall) be,
3. If they (shall) be.

INFINITIVE MOOD.

Present tense,

To be.

Perfect,

To have been.

PARTICIPLES.

Present,

Being.

Perfect,

Been.

Compound perfect,

Having been.

OF PASSIVE VERBS.

A passive verb signifies that its subject or nominative receives an action, and it is formed from the transitive active verb, by annexing the perfect or passive participle to the auxiliary *be*, through all its changes of mood, tense, number, and person ; as from the *transitive ac-*

*tive* verb *love* is formed the *passive* verb *am loved, was loved, &c.*

Passive verbs may be distinguished by their always admitting of the preposition *by* or *with* after them, with a noun or pronoun, expressing the agent by which the subject or nominative is acted upon; as "The master *is loved by me.*"

### Conjugation of the passive verb, *be loved.*

#### INDICATIVE MOOD.

##### Present tense.

Sing.	Plur.
1. I am loved,	1. We are loved,
2. Thou art loved,	2. You are loved,
3. He is loved.	3. They are loved.

##### Imperfect tense.

Sing.	Plur.
1. I was loved,	1. We were loved,
2. Thou wast loved,	2. You were loved,
3. He was loved.	3. They were loved.

##### Perfect tense.

Singular.	1. I have been loved,
	2. Thou hast been loved,
	3. He has been loved.
Plural.	1. We have been loved,
	2. You have been loved,
	3. They have been loved.

##### Pluperfect tense.

Singular.	1. I had been loved,
	2. Thou hadst been loved,
	3. He had been loved.

- Plural.** 1. We had been loved,  
2. You had been loved,  
3. They had been loved.

First future tense.

- Singular.** 1. I shall be loved,  
2. Thou shalt be loved,  
3. He shall be loved.

- Plural.** 1. We shall be loved,  
2. You shall be loved,  
3. They shall be loved.

Second future tense.

- Singular.** 1. I shall have been loved,  
2. Thou shalt have been loved,  
3. He shall have been loved.

- Plural.** 1. We shall have been loved,  
2. You shall have been loved,  
3. They shall have been loved.

IMPERATIVE MOOD.

Sing.

2. Be thou loved.

Plur.

2. Be you loved.

POTENTIAL MOOD.

Present tense.

Singular.

1. I may be loved,  
2. Thou mayst be loved,  
3. He may be loved.

Plural.

1. We may be loved,  
2. You may be loved,  
3. They may be loved.

## Imperfect tense.

- Singular. 1. I might be loved,  
 2. Thou mightst be loved,  
 3. He might be loved.
- Plural. 1. We might be loved,  
 2. You might be loved,  
 3. They might be loved.

## Perfect tense.

- Singular. 1. I may have been loved,  
 2. Thou mayst have been loved,  
 3. He may have been loved.
- Plural. 1. We may have been loved,  
 2. You may have been loved,  
 3. They may have been loved.

## Pluperfect tense.

- Singular. 1. I might have been loved,  
 2. Thou mightst have been loved,  
 3. He might have been loved.
- Plural. 1. We might have been loved,  
 2. You might have been loved,  
 3. They might have been loved.

## SUBJUNCTIVE MOOD.

## Present tense.

- | Sing.                 | Plur.                 |
|-----------------------|-----------------------|
| 1. If I am loved,     | 1. If we are loved,   |
| 2. If thou art loved, | 2. If you are loved,  |
| 3. If he is loved.    | 3. If they are loved. |

Imperfect tense.

Sing.

Plur.

- |                        |                        |
|------------------------|------------------------|
| 1. If I was loved,     | 1. If we were loved,   |
| 2. If thou wast loved, | 2. If you were loved,  |
| 3. If he was loved.    | 3. If they were loved. |

When this form of the passive verb is used to denote present or future time, it is thus conjugated.

Sing.

Plur.

- |                        |                        |
|------------------------|------------------------|
| 1. If I were loved,    | 1. If we were loved,   |
| 2. If thou wert loved, | 2. If you were loved,  |
| 3. If he were loved.   | 3. If they were loved. |

Future tense.

- Singular. 1. If I (shall) be loved,  
 2. If thou (shalt) be loved,  
 3. If he (shall) be loved.

- Plural. 1. If we (shall) be loved,  
 2. If you (shall) be loved,  
 3. If they (shall) be loved.

INFINITIVE MOOD.

- |                |                     |
|----------------|---------------------|
| Present tense, | To be loved.        |
| Perfect tense, | To have been loved. |

PARTICIPLES.

- |                   |                    |
|-------------------|--------------------|
| Present,          | Being loved.       |
| Perfect,          | Been loved.        |
| Compound perfect, | Having been loved. |

Neuter verbs are generally conjugated like the active; but they admit, in some instances, of the passive form, and are conjugated like the passive verb, still retaining the neuter signification; as "*I am arrived.*" "*He is gone.*" All verbs of the passive form, that will not admit the preposition *by* or *with*, and an agent after them, are *neuter verbs*—the passive form not expressing a passion, or the receiving of an action, but only a state or condition of being.

Active and neuter verbs may be conjugated by adding the present or active participle to the auxiliary **BE** through all its variations; as "I am writing;" "He is sitting." This mode of conjugation has, on some occasions, a peculiar propriety, as it expresses the continuation of an action or state of being, and contributes to the harmony and precision of the language.

Example of the verb **LEARN**.

**INDICATIVE MOOD.**

Present tense.

Singular.	Plural.
1. I am learning,	1. We are learning,
2. Thou art learning,	2. You are learning,
3. He is learning.	3. They are learning.

Imperfect tense.

Singular.	Plural.
1. I was learning,	1. We were learning,
2. Thou wast learning,	2. You were learning,
3. He was learning.	3. They were learning.

Perfect tense.

Singular.	1. I have been learning,
	2. Thou hast been learning,
	3. He has been learning.
Plural.	1. We have been learning,
	2. You have been learning,
	3. They have been learning.

Pluperfect tense.

Singular.	1. I had been learning,
	2. Thou hadst been learning,
	3. He had been learning.
Plural.	1. We had been learning,
	2. You had been learning,
	3. They had been learning.

First future tense.

Singular.	1. I shall be learning,
	2. Thou shalt be learning,
	3. He shall be learning.
Plural.	1. We shall be learning,
	2. You shall be learning,
	3. They shall be learning.



Second future tense.

- Singular. 1. I shall have been learning,  
 2. Thou shalt have been learning,  
 3. He shall have been learning.
- Plural. 1. We shall have been learning,  
 2. You shall have been learning,  
 3. They shall have been learning.

IMPERATIVE MOOD.

- Singular. 3. Be thou learning.
- Plural. 2. Be you learning.

POTENTIAL MOOD.

Present tense.

- Singular. 1. I may be learning,  
 2. Thou mayst be learning,  
 3. He may be learning.
- Plural. 1. We may be learning,  
 2. You may be learning,  
 3. They may be learning.

Imperfect tense.

- Singular. 1. I might be learning,  
 2. Thou mightst be learning,  
 3. He might be learning.
- Plural. 1. We might be learning,  
 2. You might be learning,  
 3. They might be learning.

Perfect tense.

- Singular. 1. I may have been learning,  
 2. Thou mayst have been learning,  
 3. He may have been learning.
- Plural. 1. We may have been learning,  
 2. You may have been learning,  
 3. They may have been learning.

Pluperfect tense.

- Singular. 1. I might have been learning,  
 2. Thou mightst have been learning,  
 3. He might have been learning.

- Plural. 1. We might have been learning,  
2. You might have been learning,  
3. They might have been learning,

## SUBJUNCTIVE MOOD.

Present tense.

Singular.

1. If I am learning,  
2. If thou art learning,  
3. If he is learning.

Plural.

1. If we are learning,  
2. If you are learning,  
3. If they are learning.

Imperfect tense.

Singular.

1. If I was learning,  
2. If thou wast learning,  
3. If he was learning.

Plural.

1. If we were learning,  
2. If you were learning,  
3. If they were learning.

Or, when the imperfect form refers to present or future time it is thus conjugated.

Singular.

1. If I were learning,  
2. If thou wert learning,  
3. If he were learning.

Plural.

1. If we were learning,  
2. If you were learning,  
3. If they were learning.

Future tense.

Singular.

1. If I (shall) be learning,  
2. If thou (shalt) be learning,  
3. If he (shall) be learning.

Plural.

1. If we (shall) be learning,  
2. If you (shall) be learning,  
3. If they (shall) be learning.

## INFINITIVE MOOD.

Present.....To be learning.

Perfect.....To have been learning.

## PARTICIPLES.

Present.....Learning. Perfect.....Been learned.

Compound perfect.....Having been learning.

As the Indicative and Potential moods are frequently used in asking questions, wherein the auxiliaries are separated from one another, or from the principal verb, by the interposition of the subject or nominative, and sometimes other words—in order to give the learner a distinct idea of the different forms of conjugation, the following example of a verb conjugated *interrogatively* is subjoined.

Of the active verb learn.

INDICATIVE MOOD.

1 Person, Singular number.\*

Present tense.....Do I learn ? &c.

Imperfect.....Did I learn ? &c.

Perfect tense.....Have I learned ? &c.

Pluperfect.....Had I learned ? &c.

First future.....Will I learn ? &c.

Second future.....Will I have learned ? &c.

POTENTIAL MOOD.

1 Person.....Singular number.

Present tense†.....May I learn ? &c.

Imperfect.....Could I learn ? &c.

Perfect.....Can I have learned ? &c.

Pluperfect.....Could I have learned ? &c.

Of the passive verb be loved.

INDICATIVE MOOD.

1 Person.....Singular number.

Present tense.....Am I loved ? &c.

Imperfect.....Was I loved ? &c.

Perfect.....Have I been loved ? &c.

Pluperfect.....Had I been loved ? &c.

First future.....Will I be loved ? &c.

Second future.....Will I have been loved ?

POTENTIAL MOOD.

Present tense.....May I be loved ? &c.

Imperfect.....Might I be loved ? &c.

Perfect.....May I have been loved ? &c.

Pluperfect.....Might I have been loved ? &c.

A verb may be conjugated *negatively*, by making use of the adverb *not* between the auxiliary and the principal verb, or between the first and second auxiliaries, where there are more than one, through all the moods and tenses, except the infinitive : as "I do not fear ; I did not

\* The learner should repeat the verb through all the persons, in both numbers.

This tense is also used in exclamatory sentences.

fear ; I have not feared ; I shall not have feared ; Fear not, or do not fear ;" &c.

### OF IRREGULAR VERBS.

Irregular verbs are of various sorts.

1. Such as have the present and imperfect tenses of the indicative mood and the perfect participle the same : as

Present.	Imperfect.	Perfect participle.
cost	cost	cost.
put	put	put.

2. Such as have the imperfect tense and perfect participle the same, but different from the present tense : as

Present.	Imperfect.	Perfect part.
abide	abode	abode.
bleed	bled	bled.

3. Such as have the present tense, the imperfect tense, and perfect or passive participle different : as

Present.	Imperfect.	Perfect part.
arise	arose	arisen.
blow	blew	blown.

The following is a list of the irregular verbs, as they are now generally used. Those marked with an R, admit also of the regular form of conjunction.

Present.	Imperfect.	Per. or pas. part.
Abide	abode	abode.
am	was	been.
arise	arose	arisen.
awake	awoke, R.	awaked.
Bear, <i>to bring forth</i> ,	bare	born.
bear, <i>to carry</i> ,	bore	borne.
beat	beat	beat, or beaten.
begin	began	begun.
bend	bent, R.	bent, R.
behold	beheld	beheld.
bereave	bereft, R.	bereft, R.
beseech	besought	besought.
bid	bade, bid	bidden, bid.

Present.	Imperfect.	Perf. or pas. part.
bind	bound	bound.
bite	bit	bitten, bit.
bleed	bled	bled.
blow	blew	blown.
break	broke	broken.
breed	bred	bred.
bring	brought	brought.
build	built, R.	built, R.
burst	burst	burst.
buy	bought	bought.
Cast	cast	cast.
catch	caught, R.	caught, R.
chide	chid	chidden, chid.
choose	chose	chosen.
cleave, to <i>adhere</i> , [to <i>stick</i> ].	clave, R.	cleaved.
cleave, to <i>split</i>	clove or cleft	cloven, cleft.
cling	clung	clung.
clothe	clothed	clad, R.
come	came	come.
cost	cost	cost.
crow	crew, R.	crowed.
creep	crept, R.	crept, R.
cut	cut	cut.
Dare, to <i>venture</i> *	durst	dared.
deal	dealt, R.	dealt, R.
dig	dug, R.	dug, R.
do	did	done.
draw	drew	drawn.
drive	drove	driven, drove.
drink	drank	drunk.
dwell	dwelt	dwelt, R.
Eat	eat	eaten.
Fall	fell	fallen.
feed	fed	fed.
feel	felt	felt.
fight	fought	fought.
find	found	found.

\* *Dare*, to challenge or defy, is always regular.

Present.	Imperf.	Perf. or pass. part.
flee	fled	fled.
fling	flung	flung.
fly	flew	flown.
forsake	forsook	forsaken.
freeze	froze	frozen, or froze.
forget	forgot	forgotten, forgot.
forbear	forbore	forborne.
forbid	forbade, forbid,	forbidden, forbid.
Get	got	got, gotten.
gild	gilt, R.	gilt, R.
gird	girt, R.	girt, R.
give	gave	given.
go	went	gone.
grave	graved	graven.
grind	ground	ground.
grow	grew	grown.
Have	had	had.
hang	hung	hung, R.
hear	heard	heard.
hew	hewed	hewn, R.
hide	hid	hidden, hid.
hit	hit	hit.
hold	held	held.
hurt	hurt	hurt.
Keep	kept	kept.
knit	knit, R.	knit.
know	knew	known.
Lade	laded	laden.
lay, to <i>place</i>	laid	laid.
lead	led	led.
leave	left	left.
lend	lent	lent.
let	let	let.
lie, to <i>lie down</i>	lay	lain.
load	loaded	laden, R.
lose	lost	lost.
Make	made	made.
meet	met	met.
	mowed	mown.

Present.	Imperf.	Perf. part.
mean	meant	meant.
Pay	paid	paid.
put	put	put.
partake	partook	partaken.
Quit	quit, R.	quit, R.
Read	read	read.
rend	rent	rent.
rid	rid	rid.
ride	rode	rid.
ring	rang, rung	rung.
rise	rose	risen.
rive	rived	riven.
run	ran	run.
Saw	sawed	sawn, R.
say	said	said.
see	saw	seen.
seek	sought	sought.
see the	sod, R.	sodden.
sell	sold	sold.
send	sent	sent.
set	set	set.
shake	shook	shaken.
shave	shaved	shaven, R.
shear	sheared	shorn.
shed	shed	shed.
shine	shone, R.	shone, R.
show	showed	shown.
shoe	shod	shod.
shoot	shot	shot.
shred	shred	shred
shrink	shrunk	shrunk.
shut	shut	shut.
sing	sung	sung.
sink	sunk	sunk.
sit	sat	sat, sitten.
slay	slew	slain.
sleep	slept	slept.
slide	slid	slidden.
sling	slung	slung.

Present.	Imperfect.	Perf. part.
slink	slunk	slunk.
slit	slit, R.	slit, slitted.
smite	smote	smitten.
sow	sowed	sown, R.
speak	spoke	spoken.
speed	sped	sped.
spend	spent	spent.
spill	spilt, R.	spilt, R.
spin	spun	spun.
spit	spat	spitten, spit.
split	split	split.
spread	spread	spread.
spring	sprang, sprung	sprung.
stand	stood	stood.
steal	stole	stolen.
stick	stuck	stuck.
sting	stung	stang.
stink	stunk	stunk.
stride	strode, or strid	stridden.
strike	struck	struck, or } stricken. }
string	strung	strung.
strive	strove	striven.
strow, or strew	strowed, or } strewed }	strown, strowed, } strewed, }
swear	swore	sworn.
sweat	sweat	sweat.
swell	swelled	swollen, R.
swim	swam, swum	swum.
swing	swung	swung.
Take	took	taken.
teach	taught	taught.
tear	tore	torn.
tell	told	told.
think	thought	thought.
thrive	throve, R.	thriven.
throw	threw	thrown.
thrust	thrust	thrust.
tread	trod	trodden.



Present.	Imperf.	Perf. part.
Wax	waxed	waxen, R.
wear	wore	worn.
weave	wove	woven.
weep	wept	wept.
wet	wet	wet, R.
win	won	won.
wind	wound	wound.
work	wrought, R.	wrought, or } worked. }
wring	wrung, R.	wrung, or } wringed. }
write	wrote	written.

In the preceding list, many of the compound irregular verbs are omitted; such as, *besal, bespeak, mistake, overthrow, &c.* which follow the same form as the verbs *fall, speak, take, throw, &c.* from which they are formed. As some of the preceding verbs may be conjugated regularly as well as irregularly, custom and judgment must determine to which form the preference is to be given. Those which are irregular only in familiar writing and discourse, and which are improperly terminated by *t* instead of *ed*, are not inserted. Of this class are *learat, spelt, latched, &c.* the use of which termination should be carefully avoided in every sort of composition, and even in pronunciation. These however must be carefully distinguished from those necessary and allowable contractions, which are the only established forms of expression; such as *dwelt, lost, felt, &c.* Words that are obsolete have also been omitted; such as *holpen, holden, gat, swang, &c.*

EXAMPLES OF PARSING,

*In which the division of verbs, moods, and tenses. should be distinguished, and the definitions repeated.*

He reads well.

He, a personal pronoun, of the third person singular, nominative case.

**I, thou, he, &c.** are called personal pronouns.

The third person is the person spoken of.

The singular number implies but one.

The nominative case is simply the name of a thing, or the state of a noun or pronoun, when it is the subject of a verb.

**reads**, an active verb, of the indicative mood, present tense.

An active verb expresses the action of its subject or nominative.

The indicative mood simply indicates or declares a thing.

The present tense represents an action or event as now passing or existing at the time in which it is mentioned.

**well**, an adverb.

Sarah is a virtuous woman ; I esteem her very much.

Thou improvest daily, and thy example encourages others.

We completed our journey yesterday, and were glad.

The boys came home to-day ; they have deceived me greatly.

She has written the letter, and she wishes it sent by the stage.

He had given up the books, before I went.

After they had waited a long time they departed.

His fears will detect him, but he shall not escape.

The committee will have agreed on a report before he will get there.

Do thou be watchful. Improve thy time, and learn wisdom.

Know ye yourselves. Live peaceably with all men.

She can read very well. They may improve.

If thou couldst overtake him, he might return.

It may have remained there a long time.

You should have considered, that he has not had so good an opportunity as you.

He would have gone with us, if we had invited him.

To read well is a valuable attainment.

To have conquered himself was his highest praise.

By promoting the welfare of other men, they advanced their own.

He appears discouraged, although he is admired for his improvement.

James was sent to market this morning, and he has not been seen by us since.

Virtue will be rewarded, and vice will be punished.

Be ye intreated to forsake vanity, that you may be preserved from temptation.

I may have been deceived by him.

To be trusted, we must be virtuous.

Having been deserted, he became discouraged.

---

## OF ADVERBS.

An adverb is a word used to modify the

meaning of a verb, participle, adjective, or another verb; as He acts *prudently*.

Some adverbs are compared; as "Soon, sooner, soonest;" "often, oftener, oftenest." Those ending in *ly* are compared by *more* and *most*; as "wisely, more wisely, most wisely."

Adverbs may be ranked under several classes, the chief of which are the following:

1. Of *number*: as Once, twice, thrice, &c.
2. Of *order*: as First, secondly, thirdly, lastly, finally, &c.
3. Of *place*: as Here, there, where, elsewhere, anywhere, everywhere, somewhere, nowhere, herein, therein, hither, thither, whither, upward, downward, forward, backward, whence, hence, thence, whithersoever, &c.
4. Of *time present*: as now, to-day, &c.
5. Of *time past*: as Already, before, lately, yesterday, long since.
6. Of *time to come*: as To-morrow, hereafter, henceforth, by and by, presently, immediately, &c.
7. Of *time indefinite*: as Oft, often, often times, sometimes, soon, seldom, daily, weekly, yearly, always, when, ever, never, again, &c.
8. Of *quality*: as Much, little, sufficiently, enough, how much, how great, abundantly, &c.
9. Of *manner or quality*: as Wisely, foolishly, justly, quickly. Adverbs of quality are very numerous; and are generally formed by adding *ly* to adjectives or participles, or by changing *le* into *ly*; as bad, badly; cheerful, cheerfully; admirable, admirably; agreeable, agreeably, &c.
10. Of *doubt*: as Perhaps, peradventure, possibly, perchance.
11. Of *affirmation*: as Verily, truly, certainly, yea, yes, indeed, really, &c.
12. Of *negation*: as Nay, no, not, not at all, in no wise, &c.

13. Of *interrogation* : as How, why, wherefore, whether, &c.

14. Of *comparison* : as Better, best, more, most, worse, worst, less, least, very, almost, alike, &c.

Many adverbs are formed by a combination of several of the prepositions with the adverbs of place, *where, here, there* : as whereof, wherewith, &c. herein, hereby, &c. therewith, therefore, &c.

An adjective becomes an adverb, when it does not express the quality or property of a noun, but simply the manner of a verb : as open thy hand *wide*.

Sometimes an adjective is included with the adverb ; as *every where, any where*, &c. sometimes a preposition and adjective are taken as an adverb : thus, *in vain, in earnest*, &c. express the same thing as *vainly, earnestly*, &c.

A preposition and noun sometimes become an adverb ; as *at length, by no means*, &c.

A preposition and adverb are sometimes combined as an adverb ; as *at once, at best, at most*, &c.

Some adverbs are composed of the article *a* prefixed to nouns ; as *a-side, a-thirst, a-sleep, a-shore, a-ground*, &c.

A preposition becomes an adverb when it has no object, expressed or understood, or, when joined with a verb, and necessary to complete the sense of the verb : as *to cast up, to give over*. The business was attended to.

The word *therefore* is an adverb, when, without joining sentences, it only gives the sense of, *for that reason*. When it conveys that meaning, and also connects, it is a conjunction : as "He is good, *therefore* he is happy." The same observation may be extended to the words *consequently, accordingly*, and the like. When these are subjoined to *and*, or joined to *if, since*, &c. they are adverbs, the connexion being made without their help : when they are not used with any other connective, they may be called conjunctions.

There are many words that are sometimes used as one part of speech, and sometimes another, the sense and construction only determining to which class they

belong. Thus the word *much* is sometimes a noun, sometimes an adjective, and sometimes an adverb ; as in the phrases, "Where *much* is given, *much* is required : *much* money has been expended ; it is *much* better to go." In the first example it is a noun, in the second an adjective, and in the third an adverb.

---

## OF CONJUNCTIONS.

A conjunction is a word used to join words or sentences together, and to show the manner of their dependence on each other ; as *and*, *but*, &c.

The principal conjunctions are, although, and, as, because, but, except, for, lest, notwithstanding, nor, or, than, that, though, unless, whether, if yet.

There are several other words that are sometimes ranked with conjunctions, and sometimes with adverbs or prepositions. When they serve only to join sentences they are conjunctions : such as *again*, *albeit*, *also*, *besides*, *else*, *however*, *hence*, *moreover*, *nevertheless*, *provided*, *save*, *seeing*, *since*, *then*, *thence*, *therefore*, *whereas*.

---

## OF PREPOSITIONS.

A preposition is a word used to show the relation of different words to each other, and generally points to a following noun or pronoun ; as "He went *from* Darby *to* Philadelphia."

The following is a list of the principal prepositions.

Above, about, after, against, amidst, among, at, before, behind, below, beneath, beside, between, beyond, by,

concerning, down, during, except, for, into, from, in, of, on, upon, over, round, since, through, throughout, to, touching, towards, under, underneath, within, up, with, without.

---

## OF INTERJECTIONS.

An interjection is a word which expresses a sudden emotion of the mind; *Oh! alas!*

The interjections are comprised within a very small compass. They are of different sorts according to the different passions which they serve to express. Those which intimate earnestness, pain, or grief, are *O! oh! ah! alas!* Such as are expressive of contempt, *pish! tush!* Of wonder *heigh! really! sure! strange!* Of calling, *hem! ho! soho!* Of aversion or disgust, *foh! fie! away!* Of requesting silence, *hush! hist!* Of a call of attention, *lo! behold! hark!* Of salutation, *welcome! hail! all hail!* Besides these there are many others in too frequent use, which it is unnecessary to enumerate.

### EXAMPLES OF PARSING,

*In which all the parts of speech and their various divisions and modifications should be defined.*

True cheerfulness makes a man happy in himself, and promotes the happiness of all around him.

Beauty is a short-lived flower, which is easily withered. A cultivated mind is a treasure, which increases every moment; it is a rich soil, which produces an hundred fold.

Industry is needful in every condition of life; we cannot, without it, act in any state to the benefit or satisfaction of others, or to our own advantage and comfort.

Keep no company with a man who is given to detraction.

Modesty always appears graceful in youth; it doubles the lustre of every virtue which it seems to hide.

He who every morning plans the transactions of the day, and follows out that plan, carries on a thread that will guide him through the labyrinth of the most busy life.

We should always consider how much we have more than we want.

The sun which seems to perform his daily stages through the sky, is, in this respect, fixed and immoveable.

Virtue is the universal preparation for every honourable station in life.

A suspicious spirit is the source of many crimes and calamities in the world.

Common failings are the strongest lesson of mutual forbearance.

Time, always precious, can never be more so than in our early years. The first ideas make the strongest and most lasting impressions.

Bless the Lord, O my soul! and forget not all his benefits!



## SYNTAX.

Syntax treats of the agreement, government, and proper arrangement of words and sentences.

There are two kinds of sentences, *simple* and *compound*.

A *simple* sentence has but one subject, and one finite verb expressed or implied ; as “ She reads well.”

A *compound* sentence has more than one subject and one finite verb expressed or understood, and consists of two or more simple sentences joined together ; as “ She reads well, but she does not write well.”

A *phrase* is two or more words rightly put together, making sometimes part of a sentence, and sometimes a whole sentence.

*Ellipsis* is the omission of some word or words in a sentence, in order to avoid disagreeable repetitions, and to express our ideas with ease and elegance in few words.

*Agreement* is that similarity which one word has to another in number, person, mood, tense, gender, or case.

*Government* is that influence which one part of speech has over another in causing it to be in some particular mood, tense, or case.

To point out the proper uses of the different parts of speech, and to avoid or correct errors in the language, the following Rules

with the annexed Notes and Observations are necessary.

### RULE 1.

When a noun or pronoun is the subject of a verb, it must be in the nominative case; as “The *bird* flies;” “*we* walk.”

The subject of a verb may be known by answering a question with *who* or *what* before the verb; as “The boy learns;” “who learns?” answer, the *boy*: thus *boy* is the subject of the verb *learns*.

The subject or nominative is generally placed before the verb: as “*He* walks;” but sometimes it is put after the verb, if it is of a simple tense, and between the auxiliary and verb, if of a compound tense: as

1. When a question is asked, a command given, or a wish expressed: as “Believest *thou* this?” “Go *thou* ;” “May *she* be happy in her choice.”

2. When a supposition is made without a conjunction expressed before the verb; as “Had *I* been there, he would not have gone.”

3. When a neuter verb is used; as “On a sudden appeared the *queen*.”

4. When the adverb *here*, *there*, *then*, *thence*, *hence*, or *thus* precedes the verb; as “*Here* am I;” “*Then* went *Mordecai* ;” “*Thus* saith the *king*.”

NOTE 1. There should be no nominative case in a sentence without a verb expressed or implied, except it is addressed in the second person, connected with a participle independent, or following a neuter verb. In the following sentence the nominative *he* has no verb expressed or understood to answer to it; “He that will learn, let him learn.” It should be, “Let him learn that will learn.”

NOTE 2. An adjective, without a noun expressed, having the definite article before it, is used as a noun and is generally in the third person plural: as “The *sincere* are always esteemed;” “Providence rewards the *good*.”

*Examples of False Syntax.\**

Thee must be more attentive to thy studies.

Him who is careless and inattentive, will not improve.

They know how to write as well as him; but he is a better grammarian than them.

Them that oppress the poor to increase their riches, shall come to want.

Her that is virtuous, deserves esteem.

Whomsoever is contented enjoys happiness.

Who made the noise? Me.

Him that thinks twice before he speaks once, will speak twice the better for it.

He admonished all whom he thought had been disorderly, to be more watchful in future.

## RULE 2.

A verb must agree with its subject or nominative in number and person; as "He improves;" "the birds sing."

A phrase or sentence is sometimes the subject of a verb, and is always in the third person singular: as "That it is our duty to promote harmony among mankind, admits of no dispute."

\* For the form of correcting false syntax, see Appendix.

**NOTE 1.** Every verb, except it is in the infinitive mood, should have a subject or nominative expressed or understood. The following sentence is therefore inaccurate: 'He was a man whom I highly esteemed, and was generally beloved by those who knew him.' It should be, 'and *who* was generally beloved.'

**NOTE 2.** When a neuter verb is placed between two nouns of different numbers, it should agree with that which is more naturally the subject of it: as '*The wages of sin is death.*'

Although the verb generally agrees with the preceding nominative, yet when the nominative following it is expressive of some priority of existence, or antecedent in idea to that which precedes the verb, it is more properly the subject of it, and the sentence might readily be transposed. Thus in the following example; 'The cause of his failure was the heavy losses he had sustained:' it is evident that the *losses* were prior to the *cause* in idea, and therefore should be the subject of the verb; thus, 'The cause of his failure *were* the heavy losses,' &c. Or, 'The heavy losses he had sustained *were* the cause of his failure.'

### *False Syntax.*

The girls was here yesterday.

Thou should be more diligent in attending to thy studies.

Great pains has been taken to little purpose.

Frequent commission of sin harden men in it.

There is many occasions in life, in which silence and simplicity are marks of true wisdom.

He dare not act contrary to his instructions.

What avails the best sentiments if people do not live suitably to them?

Not one of them whom thou sees clothed in purple, are happy.

Nothing but vain and foolish pursuits delight some persons.

The number of stars that are, at any one time, visible to the naked eye, do not much exceed a thousand.

A variety of pleasing objects charm the eye.

To live soberly, righteously, and piously, are required of all men.

The following treatise, together with those which accompany it, were written many years ago, for my own satisfaction.

To do unto all men as we would that they in similar circumstances should do unto us, constitute the great principle of virtue.

### RULE 3.

When a verb has two or more subjects connected by the conjunction *and*, it must agree with them in the plural number; as "*Peace and plenty are great blessings.*"

The reason of this rule is evident, it being only a particular modification of the last; for where two or more nominatives are connected by the conjunction *and*, they are equivalent to the plural number, and require the verb to agree with them. It is the same thing whether the subjects are of the singular or plural number, provided they are connected by the conjunction *and*. Some authors have thought, that where the nominatives are of the singular number, and convey nearly the same idea, or are scarcely distinguishable in sense, and even sometimes when they are very different, it is allowable to put the

verb in the singular number ; as “Tranquillity and peace *dwells* there ;” “Harmony and love *is* preferable to discord and hatred.” But it is evidently contrary to the first principles of grammar to consider two distinct ideas as one, however nice may be their shades of difference ; and if there is no difference, one of them must be superfluous, and ought to be rejected. But in cases where the subjects convey different ideas, and the verb is intended to be applied to any one of them, or to each of them separately, they should be connected by the conjunction *or*, and come under Rule 4th. Thus in the following sentence, the copulative conjunction *and* should be changed to the disjunctive conjunction *or* ; “Sand, and salt, and a mass of iron, *is* easier to bear than a man without understanding.”

NOTE 1. When the nominatives are of different persons, the verb must agree with the second person in preference to the third, and with the first in preference to either : as “Thou and she laugh too much.” In this example the verb *laugh* agrees with its nominative *thou* in the second person, and with its two nominatives *thou* and *she* in the plural number.

NOTE 2. When the adjective *each* or *every*, relates to two or more nouns of the singular number, the verb must agree with each of them in the singular number, though connected by the conjunction *and* ; as “Every leaf, and every twig, *teems* with life.”

### *False Syntax.*

Sobriety and humility leads to honour.

Patience and diligence overcomes difficulties.

Humility and knowledge, with poor apparel, excels pride and ignorance under costly attire.

Wisdom, virtue, and happiness, dwells with the humble and pure in heart.

The planetary system, boundless space, and the immense ocean, affects the mind with sensations of astonishment.

What signifies the counsel and care of preceptors, when youth think they have no need of assistance?

Time and tide waits for no man.

The inquisitive and curious is generally talkative.

To be of a pure and humble mind, to exercise benevolence towards others, and to cultivate piety towards God, is the sure means of becoming peaceful and happy.

Humility and love, whatever obscurities may involve religious tenets, constitutes the essence of true religion.

And so was also James and John, the sons of Zebedec.

Much does human pride and self-complacency require correction.

#### RULE 4.

When two or more subjects of the singular number are connected by the conjunction *or* or *nor*, the verb must agree with each of them in the singular number; as "James or John *intends* to go with us."

As each of the nominatives refers to the same verb, without any dependence on the others, it is evident that the verb must agree with each of them in the singular number.

If the adjective *no*, *each* or *every*, precedes several nominatives, the effect is the same as if they were connect-

ed by the conjunction *or* or *nor*, and the verb must agree with each of them in the singular number : as "No propensity, no desire, no faculty of the soul, *was given* in vain."

NOTE. When subjects of the singular number and of different persons, are connected by the conjunction *or* or *nor*, the verb must agree in person with that to which it is nearest ; as "Thou or I *am* in fault."

In the arrangement of a sentence, care should be taken to place that nominative next to the verb, which occasions less harshness in the pronounciation. Thus, "Thou or I *am* to blame," is preferable to "I or *thou* art to blame."

The same verb is to be understood as applied to all the nominatives in their respective persons ; and perhaps it would often be better to repeat the verb, especially when there are but two nominatives : thus, instead of saying "I or thou art to blame," it would be better to say, "Either I *am* to blame, or thou *art*;" or, "Either thou *art* to blame, or I *am*."

### *False Syntax.*

Neither he nor his son were to be found.

Ignorance or negligence have caused this mistake.

Wealth, or virtue, or any valuable acquisition, are not attainable by idle wishes.

There are many faults in spelling, which neither analogy nor pronounciation justify.

A tart reply, a proneness to rebuke, or a captious disposition, are capable of embittering domestic life.

On these causes depend all the happiness or misery that exists among men.

When sickness, infirmity, or calamity affect us, the sincerity of friendship is proved.



Man's happiness or misery are, in a great measure, put into his own hands.

Whatever he undertakes, either his pride or his folly disgust us.

Have thy brother or sister been consulted on the occasion?

### RULE 5.

When subjects of different numbers are connected by the conjunction *or* or *nor*, the verb must agree with the plural, which should be placed next to it; as "He or *they were* offended by it."

The singular nominative or nominatives severally refer to the same verb implied, in the singular number: and therefore in parsing, the verb must be understood as applied to each.

NOTE. When the nominatives are placed between the auxiliary and the principal verb, as in interrogative sentences, the plural nominative should be placed next to the auxiliary; as "Are *they* or I expected there?"

### *False Syntax.*

Neither they nor he was present.

Either the boys or thou wast in fault.

Neither riches nor poverty was injurious to him.

He could not tell whether two persons, or one had assisted him in the transaction.

The cares of this life, or the deceitfulness of riches, has choked the seeds of virtue in many a promising mind.

They or he have much cause to be displeased with the treatment received.

Some parts of the ship and cargo were recovered, but neither the sailors nor the captain was saved.

Whether one person or more was concerned in the business, does not yet appear.

Either the driver, the horses, or the carriage was out of order.

### RULE 6.

When the subject is a noun of multitude which conveys unity of idea, the verb should agree with it in the singular number; as “The meeting *was* large;” but if the noun conveys plurality of idea, the verb must be in the plural number; as “the committee *were* divided in sentiment.”

In most cases when a noun of multitude is used as the subject of a verb, we determine whether it conveys unity or plurality of idea by considering the nature of the verb itself. If the verb is such as to represent the whole number of individuals included by the noun, as acting in concert, or existing as one body in the same state, we say the noun conveys unity of idea. But when the verb indicates a diversity of sentiment amongst those individuals, or any difference in their actions or states of being, the noun is said to convey plurality of idea. Consequently a noun of multitude, which in one case would require a verb to be in the *singular* number, may in another require a verb in the *plural* number; as “The committee *occupies* the room.” The committee *were* of different sentiments.”

### *False Syntax.*

The church have no power to inflict corporal punishments.

The people rejoices in that which should cause sorrow.

The flock, and not the fleece, are, or ought to be, the object of the shepherd's care.

In the days of youth, the multitude eagerly pursues pleasure.

The court have just ended, after having sat through the trial of a very long cause.

The family was all well when we left home yesterday.

No society are chargeable with the disapproved conduct of particular members.

The committee was divided in sentiment, and they have referred the business to the general meeting.

Why do this generation look for greater evidence, when so much is already given.

The council was not unanimous, and they separated without coming to any conclusion.

Never were any other people so much infatuated as the Jewish nation.

### RULE 7.

A pronoun must agree with its antecedent, or the noun which it represents, in number, gender, and person; as "This is the friend *whom* I love; *he* is a worthy man."

A pronoun is sometimes used as the representative of a phrase or sentence, and, in such cases, it is always put in the third person singular, neuter gender.

Animals of every species have their distinctions of sex; and if we attend strictly to the rule given above, every

pronoun which refers to them must be either in the masculine or feminine gender; but the correct usage of the language is such, that when a pronoun refers to the name of an animal, the sex of which is not specified, it is generally put in the neuter gender; as in the following examples: "He fired at the *deer* and wounded *it*;" "The *child* has lost both *its* parents;" "The lamb had strayed from the flock, and at last *it* perished for want of sustenance." It is, however, necessary to observe, that when a pronoun refers to the general term, *person, lion, horse, dog, eagle,* and some others, it is always used in the masculine gender.

NOTE 1. The relative pronoun *who* should only be applied to persons or intelligent beings: and *which* to little children, animals, or inanimate things. *That* may be applied either to persons or things; but after an adjective of the superlative degree, the adjective *same*, or when persons make but part of the antecedent, it should be used in preference to *who* or *which*. Also in interrogative sentences, *that* should generally be preferred.

NOTE 2. When the use of a pronoun would occasion any ambiguity in the sentence, the noun should be repeated. "We see the beautiful variety of colour in the rainbow, and are led to consider the cause of *it*." Here the sentence is left ambiguous by the use of the pronoun *it*. It is uncertain whether the *variety*, the *colour*, or the *rain-bow* itself is the object of consideration—the noun *variety* should have been repeated; thus, "and are led to consider the cause of that variety."

NOTE 3. When a relative pronoun is used in the same sentence with two or more nouns, and refers only to one of them, to prevent ambiguity, it should be placed as near to that which it is intended to represent, as the construction of the sentence will admit. The following sentences are therefore inaccurate: "There are many people in China, whose support is derived almost entirely from rice." "He is like a beast of prey, who is void of compassion." They should be, "In the empire of China there are many people whose support," &c. and "He who is void of compassion, is like a beast of prey."

NOTE 4. When a relative pronoun is preceded by two antecedents of different persons, connected by a neuter verb, the relative and verb may generally agree in person with either; but when one of them has been preferred, that agreement should be preserved throughout the sentence. The latter antecedent is generally preferred; but when a personal pronoun, referring to either of the antecedents is used in the latter part of the sentence, the relative and verb must agree with that to which this personal pronoun refers.

NOTE 5. The pronoun *what* should not, in any case, be used instead of the conjunction *that*.

NOTE 6. Personal pronouns, being used immediately to supply the place of nouns, should not be expressed in the same simple sentence with the nouns which they represent. The following sentences are therefore erroneous. "The king *he* is just;" "Disappointment and afflictions, however disagreeable, *they* often improve us;" "James *his* book."

### *False Syntax.*

I do not think any person should be censured for being careful of their reputation.

Rebecca took goodly raiment, which was with her in the house, and put them on Jacob.

Each of them in their turn receive the benefits to which they are entitled.

Neither of these men seems to have any idea that their opinions are ill-founded.

Every person, whatever be their station, should attend to the duties of morality and religion.

Let each of us cheerfully bear our part in the general burden.

If an animal should be taken out of its in-

stinct, we should find him wholly deprived of understanding.

An orator's tongue should be agreeable to the ears of their auditors.

### RULE 8.

When a pronoun refers to two or more antecedents connected by the conjunction *and*, it should agree with them in the plural number; as "John and James are esteemed for *their* virtue."

NOTE 1. When a pronoun refers to two or more antecedents of different persons connected by the conjunction *and*, it should agree in person with the second in preference to the third, and with the first in preference to either; as "Thou and he should govern *your* passions." Here the pronoun *your* agrees with its antecedent pronoun *thou*, in the second person, and with its two antecedents *thou* and *he* in the plural number.

NOTE 2. When a noun is used to represent two or more preceding nouns or pronouns connected by the conjunction *and*, it must agree with them in the plural number; as "Joseph and Thomas are *brothers*."

NOTE 3. When several antecedent nouns connected by the conjunction *and*, are preceded by the adjective *each* or *every*, the noun or pronoun referring to them, must agree with each of them in the singular number; as "Every member of the body, every bone, every joint, and every muscle has a peculiar office assigned *it*."

### *False Syntax.*

His politeness and good disposition were, on failure of its effect, entirely changed.

Religion and knowledge exceed wealth

and grandeur : and it will render its possessor more honourable.

Avoid haughtiness of behaviour and affectation of manners, for it will assuredly bring thee to disgrace.

Observe thy father's commandment, and the law of thy mother ; bind it continually upon thy heart.

Pride and vanity will ever render its possessor despicable in the eyes of the wise.

Coffee and sugar are imported from the West Indies, and great quantities of it are used every year.

#### RULE 9.

When a pronoun has two or more antecedents of the singular number, connected by the conjunction *or* or *nor*, it must agree with each of them in the singular number ; as " James or his brother intends to favour us with *his* company."

#### *False Syntax.*

Either knowledge or virtue is preferable to riches ; strive therefore early in youth to attain them.

Despise no infirmity of mind or body, nor any condition of life ; for they may be thy own lot.

Either work or play is preferable to idleness, because they furnish us with healthful exercise.

A man may see a metaphor or an allegory in a picture as well as read them in a book.

A or an is called the indefinite article, because they relate to one of a kind, but not to one in particular.

We are not such machines as a clock or a watch, which will move only as they are moved.

#### RULE 10.

When a pronoun refers to a noun of multitude which conveys unity of idea, it must be in the singular number ; but if the noun conveys plurality of idea, the pronoun must be in the plural number ; as “ The meeting was large, and *it* held three hours : ” “ The council were divided in *their* sentiments.”

#### *False Syntax.*

When the nation complains, the rulers should listen to their voice.

The crowd was so great that we had much difficulty to pass through them.

In the days of youth, the multitude eagerly pursue pleasure as its chief good.

The committee were divided in sentiment, and it has referred the business to the general meeting.

The company was very small at first, but they increased daily.

Why do the people rejoice in that which should give it sorrow ?



The school was adjourned ; and they have not been collected since.

### RULE 11.

Articles and adjectives relate to nouns expressed or understood ; and the adjectives *this*, *that*, *one*, *two*, must agree in number with the nouns to which they relate ; as “ A *wise* man ; ” “ *This* book, those books.”

An adjective is usually placed before the noun to which it relates ; as “ A *pious* man ; ” “ How *amiable* a woman.” But in the following circumstances the adjective is properly placed after the noun to which it relates ; as,

1. When something depends on the adjective, or when it gives a better sound, especially in poetry ; as “ A man *generous* to his enemies ; ” “ Fruit *pleasant* to the eye ; ” “ The tree was three feet *thick* ; ” “ The genuine cause of every deed *divine*.”
2. When the adjective is emphatical ; as “ Alexander the *great* ; ” “ George the *third* ; ” “ Wisdom *unsearchable*.”
3. When several adjectives belong to the same noun ; as “ A woman *discreet, modest, sensible, and virtuous*.”
4. When the adjective is preceded by an adverb ; as “ A boy *diligently industrious*.”
5. When the verb *be* in any of its variations comes between the noun and the adjective, the adjective may frequently either precede or follow it ; as “ The man is *happy* ; ” or “ *Happy* is the man who chooses wisdom.” “ The scene was *delightful*.”
6. When the adjective expresses some circumstance of a noun that is the object of a transitive verb ; as “ Learning should make its possessor *more virtuous and useful*.”

The article commonly precedes the adjective and noun ; as “ A *learned* man : ” but after the words *all*, *many*, *so*,

*as, how, too*, and perhaps some others, it is placed between the adjective and noun; as "Full many *a* gem of purest ray serene." In this example "many *a* gem," refers to *many gems* separately, and not collectively." "He is too careless *an* author;" "How great *a* pity."

The article *the* is sometimes used before adverbs of the comparative or superlative degree, in order to mark the degree more strongly, or to define it more precisely: as "The more I learn, the better I like it!"

*Note 1.* The article *a* should be used before words beginning with a consonant, or *u* sounding like *yu*, and *an* before a vowel, or *h* not sounded; as *A* man, *an* orange; *a* unicorn, *an* hour.

*Note 2.* When a single thing of a kind is to be determined, the article *a* or *an* should be used; but when a particular person or thing is referred to, the article *the* should be used; as "A happy man." "The farmer's boy."

*Note 3.* A noun used in a general sense, or in its widest signification, should not be preceded by an article: as "Man is mortal." "Patience is a virtue."

*Note 4.* When the number or quantity of any thing is intended to be expressed in a positive manner, the article *a* or *an* should be used; but when a negative meaning is intended, the article should be omitted: Thus, if I say, "She spoke with *a* little reserve," my meaning is positive; but if I say, "She spoke with little reserve," my meaning is negative. "Few were pleased," and "*A* few were pleased," convey very different ideas.

*Note 5.* The noun *mean* signifies a *mediocrity* or *middle* state; and should not be used to express a *cause*, or the *reason* or *instrument* of an action; this should be expressed by the noun *means*, which, with some other nouns of a similar construction, does not change its termination on account of number, and the adjectives *this, that, &c.* should agree with it accordingly as it refers to what is singular or plural: as "By *means* of adversity, we are improved:" "James was industrious, and by *this means* acquired wealth."

*Note 6.* The pronoun *them* should not be used as an adjective to any noun : as "Give me *those* books;" not "*them* books."

In some cases it is difficult to determine, whether the pronominal adjective *these* or *those*, or the pronoun *they* or *them* is preferable ; as "*Those* that sow in tears shall reap in joy, or *they* that sow," &c. "We do not wish to be acquainted with *them* who are given to detraction : or, with *those* who are given to detraction." In such sentences, the easy flow and perspicuity of the language should be chiefly regarded.

*Note 7.* When the adjective *this* or *these*, is contrasted with *that* or *those*; *this* or *these* should refer to the latter, *that* or *those* to the former word, clause, or sentence ; as "The path of virtue, and the road of vice, are open before you : *that* leads to happiness ; *this*, to misery."

*Note 8.* Adjectives which convey a comparative or superlative signification, and such as do not admit of increase or diminution, should not be compared, nor any double comparisons admitted ; as "Virtue should be our chief desire;" not chiefest.

*Note 9.* A singular noun should not be used with a plural adjective, except in some technical phrase where the noun conveys the idea of plurality ; as "Twenty *sail* of vessels ;" "Ten *head* of cattle."

*Note 10.* When a noun is attended by two or more adjectives, or other words, which modify its meaning, that which more nearly relates to it should be placed next to it ; as "A rich old man;" not "An old rich man."

We sometimes meet with an adjective applied to the wrong noun ; as in the phrases, "A new pair of shoes ;" "a good piece of land ;" "the two next classes." The *shoes* are *new*, not the pair...the *land* is *good* and not the *piece*....It should be, "a pair of new shoes ;" "a piece of good land ;" "the next two classes."

*False Syntax.*

I have not seen my parents this six months.  
Please to give me that scissors.

Those sort of favours did real injury under the appearance of kindness.

We do not approve of these kind of practices, as they do not comport with a guarded education.

Instead of improving yourselves, you have been playing this two hours.

Those kind of indulgences softens and injures the mind.

## RULE 12.

When two nouns, or a pronoun and noun, are used together, implying property or possession, the latter governs the former in the possessive case; as "Sarah's book;" "On eagles' wings."

The possessive case is frequently omitted through an ellipsis; as "My father and mother;" that is, "my father and *my* mother." The governing noun is likewise often omitted: as "This book is mine;" that is, *my* book.

NOTE 1. When several nouns immediately follow one another in the possessive case, the apostrophe and s should be annexed only to the last, and understood to the rest; as "My father, mother and uncle's advice." But when some word or words intervene, the possessive sign should be annexed to each; as "they had the physician's, the surgeon's, and the apothecary's assistance."

NOTE 2. Little explanatory sentences should not come between the possessive case and the noun which governs it. The following sentence is improperly constructed; "She was much pleased with the countryman's, as she

called him, obliging disposition." It should be, "with the obliging disposition of the countryman, as she called him."

NOTE 3. A phrase consisting of several words, is sometimes used as a proper name, or to express an office, and when governed in the possessive case by a following noun expressed or understood, the possessive sign should be annexed to the last word only, although it may otherwise be in the objective case; as "The *Bishop of London's* book." "The captain of the guard's house."

NOTE 4. A clause or part of a sentence, beginning with a present or active participle and used as one name, or to express one idea or circumstance, governs the noun or pronoun preceding it in the possessive case; as "Much depends on this rule's *being observed*." "Advantages may arise from the pupil's *composing frequently*."

NOTE 5. When the possessive case has an unpleasant or awkward sound, it should be changed to the objective case, and governed by the preposition *of*: as "It was signed on the Committee's behalf"—should be "on behalf *of* the Committee;" "His house's situation," "The situation *of* his house."

NOTE 6. When the additional *s* of the possessive case occasions too much of a hissing sound or difficulty of pronunciation with the following word, it may be omitted, and the apostrophe only retained; as "For righteousness' sake;" "For conscience' sake."

NOTE 7. When the preposition *of* precedes several nouns or pronouns successively, occasioning a harshness in the pronunciation, one or more of them should be changed to the possessive case; as "The severity of the distress of the son of the king, affected the people," should be "of the king's son."

NOTE 8. To distinguish the sense and express the idea of property, the possessive case is sometimes used after the preposition *of* when the governing noun is understood and not expressed, and a plurality of the same kind supposed to belong to the possessor; as "a book of my brother's;" that is, "One of my brother's books." But

when this plurality is not implied or clearly understood, the possessive case should not be used ; as "A profile of his friend," not of "his friend's."

*False Syntax.*

Thy ancestors virtue is not thine.

A wise mans anger is of short continuance.

Thy fathers offence will not condemn thee.

Wisdoms precepts are the good boys greatest delight.

Hast thou read Cowpers Poems.

The girls books were kept in better order than the boys.

RULE 13.

When a noun or personal pronoun is used to explain a preceding noun, it is in apposition with it, and must be in the same case ; as "Paul the *apostle* ;" "James, *he* who was here," &c.

By apposition is understood, something added by way of illustration, or in order more fully to define and explain the meaning or sense of the subject.

NOTE 1. When words of the possessive case that are in apposition, follow one another in quick succession, the possessive sign should be annexed to the last only, and understood to the rest ; as "For David, my servant's sake." But when the governing noun is not expressed, or the sentence extended, the possessive sign should be annexed to the first only ; as "I left the parcel at Smith's, the bookseller and stationer."

*False Syntax.*

I gave my book to James my cousin, he who was here yesterday.

This horse belongs to Samuel, the carpenter, he who built the house.

Augustus, the Roman emperor, him who succeeded Julius Cesar, is variously described.

These books are my friend's, him who keeps the library.

The estate was left to Simon and John, the two eldest sons, they that had been to Europe.

Art thou acquainted with Clarissa, the milliner, she whom we met in our walk this morning?

## RULE 14.

When a noun or pronoun is addressed in the second person, or connected with a participle as its subject, it must be in the nominative case.

*False Syntax.*

Him having ended his discourse, the assembly dispersed.

Them being willing to improve, the study was rendered agreeable.

Her being absent, the business was attended to by others.

They all had liberty to go, us only excepted.

The sun's having risen, it became very warm.

They were all more or less censurable, her only excepted, who was very circumspect in her conduct.

Thee having been unwatchful, the work is rendered more difficult.

### RULE 15.

A verb of the imperfect tense must not be connected with an auxiliary ; and the perfect or passive participle must not be used instead of the imperfect tense.

When several verbs follow one another, having the same nominative, the auxiliary is frequently omitted after the first through an ellipsis, and understood to the rest : as "He has gone and left me ;" that is, "He has gone, and *has* left me " Sometimes the auxiliary is used alone, and the principal verb omitted through an ellipsis ; as "We succeeded, but they *did* not ;" that is, "*did* not succeed." "They must and shall be rewarded;" that is, "They must *be* rewarded, and," &c.

NOTE. The meaning of a passive or neuter verb, should not be expressed by an active verb, nor that of an active verb, by a neuter or passive form

The following examples are improper in this respect ; "He laid by the fire all night." *Laid* is an active verb, used to express a condition of being ; it should be *lay*. "What regal vestments can with them compare;" "*be* compared." "He was entered into the connexion," "*had* entered." "The house is to build," "*to be* built."

### *False Syntax.*

If some events had not fell out very unexpectedly, I should have been present.



He soon begun to be weary of having nothing to do.

I was in London a year, and seen the king last summer.

He writes as the best authors would have wrote on the same subject.

He would have went with us if we had asked him.

They have chose the part of honour and virtue.

The house was shook by the violence of the storm.

He had wrote and read much on the subject. I seen my old friend last week.

They who have bore a part in the labour, shall share the reward.

By too eager a pursuit, he run a great risk of being disappointed.

When the rules have been wantonly broke, there can be no plea for favour.

He would not have went, if he had known it.

You who have forsook your friends, are entitled to no confidence.

### RULE 16.

A transitive verb, or its active, or compound perfect participle, governs the noun or pronoun which is its object, in the objective case: as "I praise *him*." "On seeing *them*, we rejoiced."

NOTE 1. A transitive verb often has for its object a phrase consisting of several words ; as “ He said James and John were present at the transaction.”

NOTE 2. An intransitive verb, or its participle, should not have a noun or pronoun after it as the object thereof ; as “ He afterwards repented him of his folly :” *him* should be omitted after the intransitive verb *repented*.

The object of a transitive verb is frequently omitted through an ellipsis ; as “ I love and fear him ;” that is, “ I love *him*, and I fear *him*.” “ This is the man they love ;” “ *whom* they love.”

### *False Syntax.*

He that is idle and mischievous, reprove sharply.

You are displeased with me for admonishing ye.

He invited my brother and I to see his garden.

If he will not hear his best friend, who shall we send to admonish him ?

They who have laboured to make us wise and good, are the persons who we ought particularly to love and respect.

Whatever others do, let thou and I perform our duty.

Who did they send on that important embassy ?

Ye, who were dead, hath he quickened.

He and they we know, but who are you ?

We should love, fear, and obey the Author of our being, even He who has power to reward or punish us for ever.

## RULE 17.

Neuter verbs and their participles, followed by a noun or pronoun, must have the same case after as before them; as “*He is the man; or I took it to be him.*”

As neuter verbs express only being, or a state or condition of being, they cannot with propriety, be said to govern; and it is manifest that a noun or pronoun following them can only express the subject in a different form, or under a different name or term, and must therefore be in the same case as the one preceding, whether nominative or objective.

NOTE. Passive verbs and participles, followed by a noun or pronoun, must have the same case after as before them; as “*The child was named Thomas.*”

But instances of this kind rarely occur, the following noun or pronoun being generally governed by a preposition understood: as “*He was appointed overseer;*”—to the station or office *of* overseer.

Relative pronouns, instead of following the verb, precede both it and the noun or pronoun by which their case is regulated; as “*He is not the person who he appeared to be;*” or better, “*He is not the person that he appeared to be.*”

*False Syntax.*

Thou art him who sold the books.

I believed it to be they who raised the report.

Be composed; it is me, you have no cause for fear.

I cannot tell who has thus befriended me, unless it is him from whom I have received so many favours.

It was not me who made the noise.

I would act the same part, if I were him, or in his situation.

He so much resembled his brother, that at first sight I took it to be he.

It could not have been her, for she always acts discreetly.

He is not the person whom he appeared to be.

After all their professions, is it possible it was them?

It might have been him, but there is no proof of it.

If it was not him, who do you imagine it to have been?

### RULE 18.

The infinitive mood is governed by the preposition *to*; except that the active verbs *bid*, *dare*, *feel*, *let*, *make*, *need*, *hear*, and *see*, with their participles, govern verbs following them in the infinitive mood, in which case the preposition *to* should be omitted; as “Cease to do evil;” “Bid him beware.”

When several verbs of the infinitive mood are connected by a conjunction, the preposition *to* is placed before the first only, and understood to the rest; as “It is our duty to fear God, and keep his commandments,” “and to keep,” &c.

NOTE. The infinitive mood following the verb *see* (signifying to take care of) and the verb *dare* to challenge, should be preceded by the preposition *to* which governs it; as “I will see to have it done.”

*False Syntax.*

I need not to solicit him to do a kind action.

And the multitude wondered when they saw the lame to walk and the blind to see.

I think I should not dare to do it.

They need not to go at this time.

I bade him to shut the door.

It is the difference of their conduct which makes us to approve the one and reject the other.

We may see some persons to behave very prudently on such occasions.

## RULE 19.

In the use of the first future tense of the subjunctive mood, an ellipsis of the auxiliary is frequently made; but this elliptical form must never be used when there is not a direct reference to future time.

*False Syntax.*

Though the fact be extraordinary, it certainly did happen.

No one engages in that business, unless he aim at reputation.

If he but intimate his desire, it is sufficient to produce obedience.

If he speak only to display his abilities, he is unworthy of attention.

If he be in health, I am content.

Though the design be laudible, it will involve him in much anxiety.

If thou censure uncharitably, thou deservest no favour.

Whether he think as he speaks, time will show.

If thou give liberally, thou art entitled to a liberal reward.

Unless the statement deceive me, my estate is considerably improved.

Though he be high, he hath respect to the lowly.

#### RULE 20.

When the verb *to be*, in the imperfect tense of the subjunctive mood, refers to present or future time, it must have the same form in the singular number that it has in the plural, except that the second person singular is changed to *wert*; as “Were I as wealthy as a south-sea dream.”—But when it refers to past time, this form of the singular number should not be used.

NOTE. When any active or neuter verb, except the verb *to be*, is used in the imperfect tense of the subjunctive mood, to refer to present or future time, it must have the same form in the second person singular, that it has in the first or third person; as “If thou *loved* him, thou wouldst treat him differently.”

#### *False Syntax.*

Was I to enumerate all her virtues, it would look like flattery.

Although he were thy friend, he did not justify thy conduct.

As the governess were present, the children behaved properly.

Was he ever so great and opulent, this conduct would debase him.

It would be well if the report was only the misrepresentation of his enemies.

If he were there he can give us an account of the transaction.

Though I was perfect, yet would I not presume.

Yet that was vain, if dreams infest the grave.

If he were guilty, there is no evidence of the fact.

Was man to live coeval with the sun, the patriarch pupil would be learning still.

I would that thou wast either cold or hot.

Oh! that thou wast as my brother.

Remember that thou wert a servant in the land of Egypt.

### RULE 21.

Verbs connected by a conjunction, and the nominative not repeated, should agree in mood and tense, and the same form of tense; as "He *came* and *dined* with us;" but if there is a necessary change of the mood or tense, or if the verb passes from an affirmative to a negative

form, or the contrary, the nominative should be repeated; as “They might have been happy, and *they* are now convinced of it;” “She is rich, but *she* is not contented.”

NOTE. Participles connected by a conjunction should be in the same form, and when connected with a verb, should be changed to verbs of like mood and tense with that to which they are connected; as “By *approving* and *practising* virtue, we gain esteem.” “To be kind to others, and doing as we would be done by;” should be “and *do* as we would be done by.”

### *False Syntax.*

If thou sincerely desire and earnestly pursuest virtue, she will be found of thee.

Did he not strive to improve his mind, and diligently laboured to increase his knowledge?

He would neither do it himself, nor suffered another to do it.

He does not want courage, but is defective in sensibility.

Learning strengthens the mind, and, if properly applied, will improve our morals too.

He might have been happy, and is now fully convinced of it.

He is very wealthy, but is not happy.

She was once proud, but is now humble.

“Doth he not leave the ninety and nine, and goeth into the wilderness to seek that which is lost?”

Our season of improvement is short, and



whether improved or not, will soon pass away.

Rank may confer influence, but will not necessarily produce virtue.

### RULE 22.

In the use of verbs and words that in point of time relate to each other, the order of time should be observed.

In order to apply this rule with facility, it will be necessary to attend strictly to the definition of the tenses and the conjugation of verbs as they are given in the etymology. If these be well fixed upon the memory, the application of the rule, especially to verbs of the indicative and subjunctive moods, will present but little difficulty.

If we wish to denote an action or event cotemporary with the time of speaking or writing, or if we wish to assert a fact, which, if true at any former period, would also be true at the present, or any subsequent time, we should employ a verb in the *present* tense. If we speak of an action which was performed during any day, week, month, year, or other period of time antecedent to that in which we are speaking, a verb of the *imperfect* tense is necessary.

But if in speaking of an event that is past, we wish to refer to a period of time that includes the present; as to-day, this week, &c. we must use the verb in the *perfect* tense.

When we speak of an action or event which transpired before some other event or point of time that has passed, and to which we refer, we must use a verb of the *pluperfect* tense.

When we wish to speak of an event that is yet to come, without limiting the time for its accomplishment, our verb should be in the *first future* tense; but if we wish to inti-

mate that it will be fully accomplished at or before some particular point of future time that we specify, the verb must be in the *second future* tense.

The preceding observations, which are founded on the definitions of the tenses, are applicable to most verbs in the indicative and subjunctive moods. It is true there are some cases in which custom has sanctioned the use of the present tense in the indicative mood, in referring to future time, as in the following sentence. "I will go as soon as the stage *arrives*." But examples of this kind are not very numerous, and they must be considered as anomalies or exceptions to the general rule, and not as militating against it.

Upon the use of the different tenses of the potential mood, it is not possible to be very explicit in our observations. They are all used, in many instances, to refer to the times specified in the definitions; but the time to which they refer is frequently determined by an attending verb, or other word. For example, when we say, "He *may go*," it is understood that he now has permission, and therefore the verb denotes present time. But if we say, "He *may possibly go to-morrow*," we make a distinct reference to future time. Similar observations might be made on verbs in the *imperfect* and *perfect* tenses of the potential mood. It is therefore evident, that in the use of verbs in this mood, we must be regulated by circumstances which it would not be practicable to notice in these general observations.

NOTE 1. A verb of the infinitive mood, present tense, should always be used to denote something cotemporary with the time of the preceding verb, or subsequent to it; a "I intended to *go*." But to denote something antecedent to the time of the preceding verb, the perfect tense of the infinitive mood should be used: as "It would have given me great pleasure to *have seen* him."

"I intended to have written last week," is a very common phrase, the infinitive mood being in the past time as well as the verb which it follows: but it is certainly wrong: for how long soever it now is since I thought of

writing, *to write* was then present to me, and must still be considered as present, when I bring back that time, and the thoughts of it. It should therefore be, "I intended to *write* last week."

NOTE 2. All verbs expressive of *hope, desire, intention, expectation, or command*, should be followed by the present tense of the infinitive mood, and not the perfect; as "I desired to go; He expected to see me."

NOTE 3. The tense of the verb *ought*, is determined by the verb of the infinitive mood which follows it. If, therefore, the verb *ought* is intended to refer to past time, it must be followed by the perfect tense of the subjunctive mood; but if it is intended to refer to present or future time, it must be followed by the present tense of the same mood.

### *False Syntax.*

I have written to my friend last week, but have yet received no answer.

If he arrives in time, he will go to the city in the stage.

He is a person whom I remember these many years.

After we visited the city, we returned, content and thankful, to our retired and peaceful habitation.

At the time of his return, if he is expert in his business, he will find employment.

Unless he learns faster, he will be no scholar.

No one will engage in that business, unless he aims at reputation.

However that affair terminates, his conduct will be unimpeachable.

Until repentance composes his mind, he will be a stranger to peace.

His sea-sickness was so great, that I often feared he would have died before our arrival.

I have compassion on the multitude, because they continue with me now three days.

After his journey, he was much changed from what he was before.

The next new year's day I shall be at school three years.

I purpose to go to the city next week; and after I have finished my business there, to proceed to the southern states.

John will earn his wages when his service is completed.

It required so much care that I feared I should have lost it before I reached home.

### RULE 23.

When an adjective or adverb is used in a comparison between two persons or things only, it should be in the comparative degree; but when three or more are implied, the superlative should be used; as "John is *taller* than James" "This is the *best* pen of the three."

NOTE 1. The adjectives *all*, *others*, &c. should not be used when a comparison is intended between two persons or things only: as "He was wiser than *all* men," should be "than any man," or "than any other man."

NOTE 2. The words *each other*, and the preposition *between*, should be used in relation to two persons or things

only; as "The two girls resemble *each other*. There is much similarity *between* them." But when three or more are implied, the words *one another*, and the preposition *among* should be used; as "The builders of Babel understood not *one another's* language; which produced much confusion *among* them."

NOTE 3. When an adjective or adverb of the comparative degree is used in a complete sentence, it must be followed by the conjunction *than*; as "James is *wiser than* his brother;" "They came *sooner than* we expected."

### *False Syntax.*

He is the strongest of the two.

This is the better apple of the three.

James and Samuel are brothers; and though James is the eldest, Samuel is the tallest of the two.

Which of those three kites is the higher?

His parents frequently visited him; but his mother, much the oftenest.

Which is the best reader, Thomas or his sister?

The fable says, "The oak and willow once had a dispute, which was the strongest."

Samuel and Thomas are studying grammar; but as the latter is the most diligent of the two, he will probably attain the knowledge of it the soonest.

A talent of this kind would, perhaps, prove the likeliest of any other to succeed.

### RULE 24.

When a present or active, or a compound

perfect participle is preceded by an article, it must be followed by the preposition *of*, both of which should be used, or both omitted: as “*By the exercising of the body,*” or “*By exercising the body, health is promoted.*”

NOTE. A present or active, or a compound perfect participle, preceded by a noun or pronoun of the possessive case, requires the preposition *of* after it; as “*Much depends on their observing of this rule.*”

An active or present participle, preceded by an article, or noun or pronoun of the possessive case, becomes a *participial noun*, and as such cannot govern a noun or pronoun following it, in the objective case; this should be governed by the preposition *of*, which should generally follow the participial noun; otherwise the article or possessive should be omitted, and the word parsed as a present or active participle.

### *False Syntax.*

By the exercising our judgment, it is improved.

It is an overvaluing ourselves, to reduce every thing to the narrow measure of our own capacities.

By observing of truth, thou wilt command esteem, as well as secure peace.

A person cannot be wise or good, without the taking pains for it.

The loving our enemies is a divine command.

Learning of languages is very difficult.

By reading of books written by the best authors, his mind became highly improved;

The not attending to this rule, is the cause, of a very common error.

### RULE 25.

An adjective should not be used instead of an adverb to express the manner of a verb, or the degree of an adverb, or of another adjective.

NOTE 1. When connected with an adjective or adverb not ending in *ly*, the adverb *exceeding* should have *ly* added to it; as “*Exceedingly* proud:” But when the adjective or adverb with which it is connected has that termination, the *ly* should be omitted; as “She behaved *exceeding* indiscreetly.”

NOTE 2. An adverb should not be used instead of an adjective, to express the quality or property of a noun; as “For thine often infirmities,” should be, “thy *frequent* infirmities.”

### *False Syntax.*

He acted agreeable to his promise.

He speaks very fluent, but does not reason very coherently.

The task was the easier performed, from the cheerfulness with which they engaged in it.

He conducted himself very unsuitable to his profession.

She writes very neat, and spells accurately.

He was so deeply impressed with the subject, that few could speak nobler upon it.

Alas! they are miserable poor.

He was extremely prodigal, and his property is now nearly exhausted.

## RULE 26.

Two or more negative words should not be used in the same simple sentence, to express a negative meaning; as "I can do no more;" not "I *cannot* do no more."

Two negative words used in the same part of a sentence, are equal to an affirmative: as "I do *not* know *no* more;" is the same as "I do know *some* more." But it would be better to express an affirmation by an affirmative than by two separate negatives.

NOTE 1. When two or more negative words are used in the same sentence to express a positive meaning, one of them should generally be joined to another word, and then they sometimes form a pleasing and delicate variety of expression; as "It *not* *unfrequently* happens:" that is, "It *frequently* happens."

NOTE 2. A negative word should not be used to express a positive meaning, nor a positive word where a negative meaning is intended: as "Tho' he were *ever* so eloquent;" not, "never so eloquent."

*False Syntax.*

I think I cannot help him no more.

Nothing never affected him so much as this misconduct of his friend.

Do not interrupt me thyself, nor let no one disturb my retirement.

Death never spareth none.

I cannot give no more for it.

Be honest, nor take no shape nor semblance of disguise.

## RULE 27.

An adverb should not be placed between a verb of the infinitive mood and the preposition to which governs it.



NOTE 1. Adverbs should be placed next to the words they are intended to limit or qualify, when the construction of the sentence will admit: generally before adjectives, after verbs active or neuter, and frequently between the auxiliary and the verbs, or between the first and second auxiliaries: "A *very* prudent woman....She behaves *discreetly*, and is *much* admired."

NOTE 2. The adverb *not* should follow the conjunctions *whether*, *or*, when a contrast is intended: as "He would proceed whether he obtained permission or *not*:"—not "whether he obtained permission or *no*."

NOTE 3. When motion towards a place, or from it, is implied, the adverbs *whither*, *thither*, and *whence*, are more proper than *where*, *here*, and *there*; as "*Whither* shall we go?"

NOTE 4. The adverb *how* should not be used before the conjunction *that*, or instead of it; as "He was informed that he must go;" not "*how* that he must go."

NOTE 5. The adverbs *where*, *here*, and *there*, should not be used for *whereby*, *herein*, and *therein*: or where a preposition and relative pronoun would be more elegant and expressive; as "An account was drawn in which (not *where*) their sufferings were represented." "The city *wherein*, or *in which* they dwelt," not *where*."

### *False Syntax.*

We ought to thankfully receive the many blessings with which we are favoured.

Please to not interrupt me.

We should strive to daily improve our precious time.

She is said to excellently have performed her part.

To always keep in view the uncertainty of time, is the way to rightly estimate it.

### RULE 28.

A preposition governs the noun or pronoun

which is its object in the objective case ; as  
 “ I gave the book to *him*.”

A preposition frequently governs a phrase that commences with an active participle ; as “ He improved his taste by *reading the works of good authors*.”

NOTE 1. The preposition *for* should not be used before the preposition *to*, which governs the infinitive mood ; as “ She was sent to bring the book,” not “ for to bring.”

NOTE 2. More than one preposition referring to the same noun or pronoun should be avoided, except in forms of law, or where great exactness is requisite. The following sentence is faulty in this respect : “ Though virtue borrows no assistance *from* yet it may often be accompanied *by* the advantages of fortune.” It should be “ *from* the advantages of fortune, and *by* them.”

NOTE 3. Different relations and different senses should be expressed by different prepositions, though connected with the same verb, adjective, or noun ; as “ To converse *with* a person *upon* a subject,” &c.

We are disappointed *of* a thing, when we expected it, and cannot obtain it, and disappointed *in* a thing, when we have obtained it, and find it does not answer our expectation. In some cases it is difficult to determine to which of two prepositions the preference is to be given ; as “ Expert *at*, and expert *in* a thing,” &c. The easy flow and perspicuity of the language in such cases should be chiefly regarded.

NOTE 4. The preposition *among* should not be used before the adjectives *each*, *every*, *either*, or other words conveying unity of idea.

NOTE 5. A preposition should precede the word which it governs, when the construction of the sentence will admit it, and should never be placed at the end of a sentence, when it can be avoided : as “ *To* whom did he give it ?” not “ Whom did he give it *to* ?”

### *False Syntax.*

Who did he give the book to ?

He placed the suspicion on somebody in the company, I know not who.

Who didst thou receive that intelligence from?

Does the boy know who he spoke to?

Associate not thyself with those who none can speak well of.

I hope it is not I who thou art displeased with.

What concord can subsist between those who commit crimes, and they that abhor them?

From the character of those persons who you associate with, your own will be estimated.

### RULE 29.

In the use of prepositions, and words that depend on each other, particular care should be taken to express relations by appropriate words, and to maintain a regular and clear construction throughout the sentence.

This rule is intended to apply to such errors in the language, as cannot be brought under those more definite. Errors are frequently made in the use of prepositions, for the correction of which, it would be difficult to form explicit rules. And yet the student who has his attention drawn to the subject by a few examples properly varied, will soon acquire the power of pointing out such errors, and correcting them with facility.

There are some words that frequently require certain other words to correspond with them in the subsequent part of the sentence. *Though* often requires *yet* as a corresponding word, especially when the sentence is long. *Neither* is generally followed by *nor*; and *whether* and

*either* by *or*. *So* sometimes requires *as*, and sometimes *that*, to correspond with it. It would, however, be difficult to give particular directions for the use of such words, without making our observations very diffuse. The student must, therefore, be regulated in this respect, as in others intended to be included under this general rule; that is, by accurate observations on the practice of correct writers.

The following examples of faulty construction, with the errors pointed out, are subjoined for further illustration.

“He was resolved of going to the city to reside.” To be resolved *of* doing an action is improper; the relation between the resolution and the action not being clearly expressed by the preposition *of*, which denotes possession or consequence. It should be “on.”

The relation or connexion expressed by the prepositions in the following sentences is not clear and applicable. “In compliance to his injunctions;” “*with* his injunctions.” “He became reconciled with his lot;” “*to* his lot.” “Such business as comes into their notice;” “*under* their notice.”

“A beautiful field and *trees*” is not proper language; the article *a*, and the adjective *beautiful* having the same relation to the noun *trees*, as to the noun *field*; but it would be absurd to say “a beautiful trees.” It should be “a beautiful field and fine trees;” or “beautiful fields and trees,” and the construction is rendered clear and regular.

“This dedication may serve, for almost any book that *has*, *is*, and shall be published.” In this sentence the auxiliaries, *has*, *is*, and *shall be*, equally relate to the verb *published*. But it would be manifestly improper to say “any book that *has published*”—and “*is published*” is unnecessary. It should be “any book that has been, or that shall be published.”

### *False Syntax.*

We should entertain no prejudice to simple and rustic persons.

The first proposal was essentially different, and inferior to the second.

Solid peace and contentment consist neither in beauty or riches.

Several alterations and additions have been made to the work.

Her sobriety and silence is no derogation to her understanding.

This place is not as pleasant as we expected.

As far as I am able to judge, the book is well written.

Neither has he, nor any other persons, suspected so much dissimulation.

The king of France or England was to have been the umpire.

We can fully confide on none but the truly good.

Sincerity is as valuable and even more valuable than knowledge.

Whatever we do secretly, shall be displayed and heard in the clearest light.

We are often disappointed of things, which, before possession, promised much enjoyment.

I have no occasion of his services.

He was accused with having acted dishonourably.

Though the practice is conformable with custom, it is not warrantable.

Many have profited from good advice.

The deaf man, whose ears were opened, and

his tongue loosened, doubtless, glorified the great Physician.

### RULE 30.

Interjections require the objective case of a pronoun of the first person, after them ; as “ Ah ! me ;” but the nominative of a noun or pronoun of the second or third person ; as “ Oh ! thou ;” &c.

#### *False Syntax.*

Oh ! thee, who art so unmindful of thy duty.

Ah ! wretched I, how ungrateful !

O ! happy them, surrounded with so many blessings.

Hail ! thee, that art highly favoured.

How swiftly our time passes away ! and Ah ! we—how little concerned to improve it !

Welcome thee, who hast been so long expected.



#### *Promiscuous examples of false syntax.*

Neither the pens nor the ink was on the table.

Teach me to feel anothers woe.

By exercising of our memories they are improved.

Wisdom and virtue is superior to every other endowment.

Those are the men who I saw yesterday.

Neither riches, or honour, nor knowledge can be compared with virtue.

If he prefer a virtuous life, and is sincere in his professions, he will probably succeed.

He has been spoke to on the subject.

Although William be a poor man, he is virtuous, and deserving of esteem.

What signifies good opinions when our practice do not correspond with them?

Them to whom much is given, will have much to answer for.

The human mind cannot be long without some food to nourish the activity of his thoughts.

The indulgence of harsh dispositions are the introduction of future misery.

I intend to set out on my journey to-morrow, if the weather proves favourable.

He does not want courage, but is defective in sensibility.

You and us enjoy many privileges.

Precept nor discipline is not so forcible as example.

He writes as the best authors would have wrote on the subject.

I need not to solicit him to do a kind action.

Whatever others do, let thou and I act wisely.

There is no condition so secure, as cannot admit of change.

Him descending the precipice, they all followed.

Neither the clock or the watch keep time well.

Be composed ; it is me, you have no cause for fear.

By curbing of our passions, they are subdued.

Did he not fear the Lord, and besought the Lord ?

Learning strengthens the mind ; and, if properly applied, would improve our morals too.

The property of James, I mean his books and furniture, were wholly destroyed.

Not one in fifty of those who call themselves deists, understand the nature of the religion they reject.

His sea-sickness was so great, that I often feared he would have died before our arrival.

How much is real virtue and merit exposed to the hardships of life.

That celebrated work was published nearly ten years before its merits were understood.

Having thus began to throw off the restraints of reason, he was soon hurried into deplorable excesses.

Though the fact be mysterious, it is worthy of attention.

If it was possible, they would deceive the very elect.



If it were him who acted so ungratefully, he is doubly in fault.

He is a person of property, but does not possess the esteem of his neighbours.

He has travelled much and passed through many stormy seas and lands.

If it was so, why should not my spirit be troubled?

Constantinople was the point, in which was concentrated the learning and science of the world.

Habits must be acquired of temperance and of self-denial, that we may be able to resist pleasure, and to endure pain, when either of them interfere with our duty.

The error of resting wholly on faith, or on works, is one of those seductions which most easily misleads men; under the semblance of piety, on the one hand, and of virtue on the other.

It is an invariable law to our present condition, that every pleasure that are pursued to excess, convert themselves into poison.

Pericles gained such an ascendant over the minds of the Athenians, that he might be said to attain a monarchical power in Athens.

Affluence might give us respect, in the eyes of the vulgar, but will not recommend us to the wise and good.

The cheerful and the gay, when warmed by pleasure and by mirth, lose that sobriety and

self-denial, which is essential to the support of virtue.

How much is real virtue and merit exposed to suffer the hardships of a stormy life.

There are principles in man, which ever have, and ever will incline him to offend.

These men were under high obligations to have adhered to their friend in every situation of life.

A great mass of rocks thrown together by the hand of nature, with wildness and confusion, strike the mind with more grandeur than, if they were adjusted to one another with the accuratest symmetry.

When we succeed in our plans, its not to be attributed always to ourselves; the aid of others often promote the end, and claim our acknowledgment.

All the power of ridicule, aided by the desertion of friends and the diminution of his estate, were not able to shake his principles.

He will one day reap the reward of his labour, if he is diligent and attentive. Until that period comes, let him be contented and patient.

The conduct which has been mentioned, is one of those artifices which seduces men most easily, under the appearance of benevolence.

Not a creature is there that moves, nor a vegetable that grows, but what, when minute-

ly examined, furnished materials for pious admiration.

If Providence clothe the grass of the field, and shelters and adorns the flowers that every where grows wild amongst it, will he not clothe and protect his servants and children much more.

I intended to have finished the letter before the bearer called, that he might not have been detained; but I was prevented by company.

*Examples of improper construction adapted to the Notes under the several Rules of Syntax.*

He that hath a mind to work let him work.

Two nouns, when they come together, and do not signify the same thing, the former should be in the possessive case.

Many words, they darken speech.

The cares of this world, they often choke the growth of virtue.

The generous never extols their good actions.

These goods we have just brought from Philadelphia, and are of the same kind with those which were sent from New York.

The cause of his failure was the heavy losses he had sustained.

His chief occupation and enjoyment were reading.

Every plant, every flower, and every drop of water, abound with living creatures.

Every desire of the heart, every secret thought, are known to him who made us.

Either thou or I art the person alluded to.

Neither Thomas nor thou will have liberty to go.

Were the globes or the map injured by the accident?

Those are the birds whom we call carnivorous.

Who of his neighbours came to his assistance ?

Moses was the meekest man whom we read of in the Old Testament.

He is a wise man which thinks well before he speaks.

They which seek wisdom will certainly find her.

The woman which we saw is very amiable.

Humility is one of the most amiable virtues which we can possess.

Who is she who comes clothed in a robe of light green ?

The men and things which he has studied, have not improved his morals.

Many will acknowledge the excellence of religion who cannot tell wherein it consists.

Jonathan dismissed his servant without any inquiry, who had never before committed so unjust an action.

I do not doubt but what he did it for the best.

Thou art the friend that hast often relieved me, and that has not deserted me now in the time of peculiar need.

I am the man who approves of wholesome discipline, and who recommend it by my practice to others.

Thou and thy brother, as well as several others, should be more careful of their conduct.

Samuel, and thou, and I, have studied diligently, and your lesson is now prepared.

Gold and silver are but the servant of a wise man.

Every member of the body, every bone, joint and muscle, have a peculiar office assigned them.

I hope I shall be ready in less than a hour.

An union in that which is permanent.

We have within us a intelligent principle.

Wisest and best men may sometimes be mistaken.

The upright man is guided by the fixed principle of mind.

We are placed here for a trial of our virtue.

A man is the noblest work of the creation.

He has been much censured for conducting himself with a little attention to his business.

His fault was accompanied with so little contrition and candid acknowledgment, that he found a few persons to intercede for him.

Charles was extravagant, and by these means became poor.

By the mean of adversity we are often instructed.

Jacob was industrious, frugal, and discreet, and by this means obtained property and reputation.

Which of them two persons has most distinguished himself?

Them books are very much abused.

In the city we are entertained with the works of men : in the country, with those of Providence ; that is the province of nature ; this of art.

The English and the French are neighbours : these are islanders : those, inhabit the continent.

Virtue confers the most supreme dignity on man.

A well cultivated mind is far more preferable than rank or riches.

He came from the extremest part of the continent.

Jané is much more happier than her sister.

She made forty pound of butter in a week.

The wall was twenty foot high.

That is a very good piece of ground.

Please to call the two first classes.

Thomas had purchased a new pair of shoes, and a pair of new boots.

It was the men's, women's, and children's lot to suffer great calamities.

This measure gained the superintendent, as well as the teacher's approbation.

They very justly condemned the prodigal's, as he was called, extravagant conduct.

They were taken to the captain's of the guard's house.

The time of William entering on business soon arrived.

If we alter the situation of any of the words, we shall presently be sensible of the melody suffering.

The world's government is not left to chance.

If ye suffer for righteousness's sake, happy are ye :

And he cast himself down at Jesus's feet.

The extent of the prerogative of the king of England is not fully ascertained.

This picture of my friend's does not much resemble him.

Robert was an intimate acquaintance of him.

The cloth was purchased at Wilson the storekeeper's.

He sold the hides at Smith's, the tanner's and currier's.

And he went and laid down to rest.

“What regal vestments can with them compare.”

After the storm was ceased we set forward.

And the king sat him down to eat.

It will be very difficult to agree his conduct with his profession.

They acted with so much reserve that some people doubted them to be honest.

If thou wrotest as well as thy brother, thy teacher would not complain of thee.

If thou lovedst him, thou wouldst not treat him disrespectfully.

If thou studiedst attentively, thou wouldst soon acquire a knowledge of the subject.

To be moderate in our views, and proceeding temperately in the pursuit of them, is the way to attain success.

We have done no more than it was our duty to have done.

It would have given me great satisfaction to relieve him from his distressed situation.

We found him better than we expected to have found him.

I always intended to have rewarded him for his services.

He knew it was his duty, and he ought, therefore, to do it.

This school of all others has better regulations.

He divided his estate between his five sons.

The wind no sooner blew, but they hoisted anchor and set sail.

There was no other road but the one we went.

He was exceeding careful not to give offence.

subjects connected by the conjunction *and*, it must agree with them in the plural number.

very.....an adverb.  
well.....an adverb.

Neither wealth nor honour can give contentment.

Neither.....a conjunction.

wealth.....a noun of the third person singular, nominative to the verb *can give*, according to Rule 1.

nor.....a conjunction.

honour.....a noun of the third person singular, nominative to the verb *can give*, agreeable to Rule 1.

can give.....a transitive active verb, of the potential mood,

present tense, agreeing with its nominative *wealth* or *honour* in the third person singular, according to Rule 4th, which says, When two or more subjects of the singular number are connected by the conjunction *nor*, the verb must agree with each of them in the singular number.

contentment, a noun common, of the third person singular, objective case.

Improvement and pleasure are the products of industry.

Humility and love constitute the essence of true religion.

Either a leaf or a grain of sand, presents objects which excite admiration.

Who provides for our wants and pleasures with such goodness and munificence? Ask nature, and she will teach thee. The hills and the valleys will tell thee; the earth and the

sky will declare it to thee.

## APPLICATION

OF THE PRECEDING RULES IN PARSING.\*

*Examples, which in Rule 1st and 2d may be repeated.*

When thou awakest it shall teach thee.

When.....an adverb.

Thou.....a personal pronoun of the second person singular, nominative to the verb *awakest*, agreeable to Rule 1st, which says, When a noun or pronoun is the subject of a verb, it must be in the nominative case.

awakest.....an intransitive active verb, of the indicative mood, present tense, agreeing with its nominative *thou* in the second person singular, according to Rule 2d, which says, A verb must agree with its subject or nominative in number and person.

it.....a personal pronoun, of the third person singular, nominative to the verb *shall teach*, agreeable to Rule 1st, which says, When a noun or pronoun, &c.

shall teach.....a transitive active verb, of the indicative mood, first future tense, agreeing with its nominative *it* in the third person singular, according to Rule 2d, which says, A verb must agree with its subject or nominative, &c.

thee.....a personal pronoun of the second person singular, objective case.

They came, as we had desired; and they were gladly received by us.

He went, he saw, he conquered.

\* The Rules of Syntax have been constructed so as to embrace all the varieties that generally occur in parsing; but as our language is acknowledged to be exceedingly anomalous, the notes annexed to the Rules are so framed as to include most of the irregularities that occur in composition. Hence, in parsing abstruse sentences, it may be necessary to refer to them.



Men who grasp after riches are never satisfied.

He is a happy man, who has a friend.

Alms given with ostentation discover pride.

Thou art a friend to whom I am highly indebted.

Virtue will be rewarded, and vice will be punished.

She may have forgotten me ; but I shall always remember her.

Let us improve ourselves, while we have opportunity.

Seest thou not that humility makes a man honourable ?

Who can preserve himself from danger ?

To see the sun is pleasant.

#### SECTION 2.

*Examples, in which Rule 3d and 4th should be repeated.*

**Thomas and John read very well.**

Thomas.....a noun, of the third person singular, one of the nominatives to the verb *read*, according to Rule 1.

and.....a conjunction.

John.....a noun of the third person singular, one of the nominatives to the verb *read*, according to Rule 1.

read.....an intransitive active verb, of the indicative mood, present tense, agreeing with its two nominatives *Thomas* and *John* in the third person plural, according to Rule 3d, which says, When a verb has two or more

They behaved exceedingly rudely.  
From these favourable beginnings, we may hope for

soon and prosperous issue.  
Conformably to their vehemence of thought was their  
vehemence of gesture.  
Though he were never so great and wealthy, this con-

duct would debase him.  
William nobly acted, though he was unsuccessful.  
We may happily live, though our possessions be small.  
We always should prefer our duty to our pleasure.  
He would go whether his master was willing or no.  
Henry said how that I told him.

They wrote to me how I was wanted at home.  
He drew up a petition where he too freely represented  
his own merits.  
Charles left the school too early, since when he has not  
made much improvement.

What went you for to see?  
They were refused entrance into, and forcibly driven  
from, the house.  
Such conduct is a diminution to their greatness.  
Among every class of people self-interest prevails.  
Has thou been to West-town lately?  
He is a friend whom I am highly indebted to.

Has not sloth, or pride, or ill nature, or sinful passions,  
often misled you from the path of sound and wise con-  
duct?

Good discourse is but the reflection or shadow of wis-  
dom; the pure and solid substance is good actions.  
Education is not attended to properly in that place.  
I perceive thou art a youth who possesses great parts,  
but who hast cultivated them but little.

Self-conceit, presumption, and obstinacy, blast the prospect of many a rising youth.

John, James, or Joseph, intends to undertake the business.

Strength and weapons cannot avail, where conduct and courage are wanting.

The earth and the moon revolve round the sun.

A circle, a square, a triangle, or a hexagon, pleases the eye by its regularity.

## SECTION 3.

*Examples, in which Rule 6th should be repeated.*

The family were all well yesterday.

The.....the definite article.

family.....a noun of multitude, conveying plurality of idea, nominative to the verb *were*, according to Rule 1.

were.....a neuter verb of the indicative mood, imperfect tense, agreeing with its nominative *family* in the third person plural, according to Rule 6th, which says, When the subject is a noun of multitude which conveys plurality of idea, the verb must agree with it in the plural number.

all.....an adjective.

well.....an adjective.

yesterday.....an adverb.

The assembly have passed several excellent laws.

A great number does not always argue strength.

The British Parliament is composed of Kings, Lords, and Commons.

The people do not consider their true interest.

Mankind, in particular, have many advantages in such climates.

The yearly meeting was very large.

And the multitude wondered at those things which they saw and heard.

#### SECTION 4.

*Examples, in which Rule 7th, 8th, 9th, and 10th, should be applied.*

**A woman, who is virtuous, will be esteemed.**

**A**.....an article.

woman.....a noun of the third person singular, nominative to the verb *will be esteemed*, according to Rule 1.

who.....a relative pronoun, agreeing with its antecedent noun *woman*, in the third person singular, feminine gender, according to Rule 7, which says, A pronoun must agree with its antecedent, or the noun which it represents in number, gender and person; and nominative to the verb *is*, according to Rule 1.

is.....a neuter verb of the indicative mood, present tense, agreeing with its nominative *who*, in the third person singular, agreeable to Rule 2.

virtuous..an adjective.

will be esteemed...a passive verb, of the indicative mood, first future tense, agreeing with its nominative *woman* in the third person singular, agreeable to Rule 2.

**The king and the queen had put on their robes.**

**The**.....an article.

king.....a noun of the third person singular, one of the nominatives to the verb *had put*, according to Rule 1.

and.....a conjunction.

the.....an article.

queen.....a noun of the third person singular, one of the nominatives to the verb *had put*, according to Rule 1.

had put....a transitive active verb of the indicative mood, pluperfect tense, agreeing with its two nominatives, *king* and *queen*, in the third person plural, according to Rule 3.

on.....an adverb.

their.....a personal pronoun, agreeing with its two antecedents *king* and *queen* connected by the conjunction *and*, in the third person plural, according to Rule 8, which says, When a pronoun refers to two or more antecedents connected by the conjunction *and*, it should agree with them in the plural number.

robes.....a noun of the third person plural.

**Wheat or rye, when it is scorched, may supply the place of coffee.**

Wheat....a noun of the third person singular, nominative to the verb *may supply*, according to Rule 1.

or.....a conjunction.

rye.....a noun of the third person singular, nominative to the verb *may supply*, according to Rule 1.

when.....an adverb.

it.....a personal pronoun, agreeing with its antecedent *wheat* or *rye*, in the third person singular, neuter, agreeable to Rule 9th, which says, When a pronoun has two or more antecedents of the singular number, connected by the conjunction *or* or *nor*, it must agree with each of them in the singular number; and nominative to the verb *is scorched*, according to Rule 1.

is scorched..a passive verb of the indicative mood, present tense, agreeing with its nominative *it*, in the third person singular, agreeable to Rule 2.

may supply..a transitive active verb, of the potential mood, present tense, agreeing with its nominative *wheat* or *rye* in the third person singular, according to Rule 4th, which says, &c.

the.....an article, &c.

place.....a noun of the third person singular, objective case.

of.....a preposition.

coffee.....a noun of the third person singular.

The man whom we saw this morning, and who told us of our friend's indisposition, intends to call on his way home.

James was of a meek forgiving temper, by which he acquired the esteem of all who knew him.

It is not the uttering nor the hearing of certain words, that constitutes the worship of the Almighty. It is the heart, that praises or prays.

The committee was very large, when this point was decided, and its judgment has not been called in question.

The fair sex, whose task is not to mingle in the labours of public life, have their own part assigned them to act.

Compassion is an emotion, of which you should never be ashamed.

He who formed the heart, certainly knows what passes within it.

#### SECTION 5.

*Examples, in which Rule 11, 12, 13, and 14, should be repeated.*

**A wise man's anger is of short duration.**

A.....an article, relating to the noun *man's*, agreeable to Rule 11, which says, Articles and adjectives relate to nouns expressed or understood.

wise.....an adjective relating to the noun *man's*, agreeable to Rule 11th, which says, Articles and adjectives relate to nouns expressed or understood.

man's.....a noun of the third person singular, governed by the noun *anger* in the possessive case, according to Rule 12, which says, When two nouns, or a pronoun and noun are used together, implying property or possession, the latter governs the former in the possessive case.

anger.....a noun of the third person singular, nominative to the verb *is*, agreeable to Rule 1, and governing the noun *man's*, in the possessive case, according to Rule 12, which says, When two nouns, or a pronoun and noun are used together, implying property or possession, the latter governs the former in the possessive case.

is.....a neuter verb, of the indicative mood, present tense, agreeing with its nominative *anger*, in the third person singular, agreeable to Rule 2.

of.....a preposition.

short.....an adjective relating to the noun *duration*, agreeable to Rule 11, which says, Articles and adjectives relate to nouns expressed or understood.

duration..a noun of the third person singular.

### Hope, the balm of life, soothes the soul.

Hope.....a noun of the third person singular, nominative to the verb *soothes*, by Rule 1.

the.....an article, relating to the noun *balm*, agreeable to Rule 11, which says, Articles and adjectives relate to nouns expressed or understood.

balm.....a noun of the third person singular, in apposition with the noun *hope*, according to Rule 13, which says, When a noun or personal pro-

noun is used to explain a preceding noun, it is in apposition with it, and must be in the same case.

of.....a preposition.

life.....a noun of the third person singular.

sooths.....a transitive active verb, of the indicative mood, present tense, agreeing with its nominative *hope*, in the third person singular, according to Rule 2.

the.....an article, relating to the noun *soul*, agreeable to Rule 11, which says, &c.

soul.....a noun of the third person singular.

My son, give me thy heart.

My.....a personal pronoun, of the first person singular, governed by the noun *son*, in the possessive case, according to Rule 12, which says, &c.

son.....a noun addressed in the second person singular, nominative case, according to Rule 14, which says, when a noun or pronoun, is addressed in the second person, or connected with a participle as its subject, it must be in the nominative case; and governing the pronoun *my* in the possessive case, according to Rule 12, which says, &c.

give.....a transitive active verb, of the imperative mood, agreeing with its nominative *thou* understood, in the second person singular, according to Rule 2.

me.....a personal pronoun, of the first person singular, objective case.

thy.....a personal pronoun, of the second person singular, governed by the noun *heart*, in the possessive case; agreeable to Rule 12, which says, &c.

heart.....a noun of the third person singular, objective case; and governing the pronoun *thy* in the possessive case; according to Rule 12, which says, &c.



**They knocking, the door was opened.**

**They.....**a personal pronoun, of the third person plural, nominative case, connected with the participle *knocking*, agreeable to Rule 14th, which says, When a noun or pronoun is addressed in the second person, or connected with a participle as its subject, it must be in the nominative case.

**knocking .....**an active participle from the verb *knock*.

**the.....**an article, relating to the noun *door*, according to Rule 11, which says, &c.

**door.....**a noun of the third person singular, nominative to the verb *was opened*, according to Rule 1.

**was opened...**a passive verb, of the indicative mood, imperfect tense, agreeing with its nominative *door*, in the third person singular, according to Rule 2.

**A regular and virtuous education is an inestimable blessing.**

**Our food, and our raiment, our life, and our health, are the gifts of Divine Providence.**

**If our desires be moderate, our wants will be few.**

**Every heart knows its own sorrows.**

**The book was purchased of James, the pedler, him who was here last week.**

**The children being pleased with their studies, the task was more easy.**

**My dear friend, how art thou?**

**William, the Conqueror, was a very powerful prince.**

**At length the little animal's fears being**

abated, and his appetite quickened by the scent of the victuals, he arose, and, with trembling, ventured to eat.

Men and brethren, what shall we do to be saved?

Our wants are daily, and the temptations which draw our minds from God, are also daily; and on both these accounts ought our prayers to be daily also.

Cain and Abel, the first two sons of Adam and Eve, pursued very different occupations. Cain was a tiller of the ground; but Abel was a keeper of sheep.

A man, whose mind is stored with useful knowledge, may be very serviceable to his fellow-creatures.

Teach me to feel another's woe.

My son, aspire not thou to public honours: thy wealth will set thee above insult.

#### SECTION 6.

*Examples, in which Rule 16, 17, and 18, should be repeated.*

He advised them to sell their possessions.

He.....a personal pronoun, of the third person singular, nominative to the verb *advised*, agreeable to Rule 1.

advised...a transitive active verb, of the indicative mood, imperfect tense, agreeing with its nominative *he*, in the third person singular, according to Rule 2, which says, &c. and governing the pronoun *them*, in the objective case, agreeable to Rule 16, which says, A transitive verb, or its

active participle, governs the noun or pronoun which is its object, in the objective case.

them.....a personal pronoun of the third person plural, governed by the transitive verb *advised*, in the objective case, agreeable to Rule 16, which says, A transitive verb, or its active participle, governs the noun or pronoun which is its object, in the objective case.

to.....a preposition, governing the verb *sell*, in the infinitive mood, agreeable to Rule 18, which says, The preposition *to* governs the infinitive mood.

sell.....a transitive active verb, governed by the preposition *to* in the infinitive mood, according to Rule 18, which says, The preposition *to* governs the infinitive mood: and governing the noun *possessions* in the objective case, agreeable to Rule 16, which says, A transitive verb, &c.

their.....a personal pronoun, of the third person plural, governed by the noun *possessions* in the possessive case, agreeable to Rule 12, which says, When two nouns or a pronoun and noun are used together, implying property or possession, the latter governs the former in the possessive case.

possessions..a noun of the third person plural, governed by the transitive verb *sell*, in the objective case, according to Rule 16, which says, &c. and governing the pronoun *their* in the possessive case, agreeable to Rule 12.

### Let us improve ourselves.

Let.....a transitive active verb of the imperative mood, agreeing with its nominative *ye* or *you*, understood, in the second person plural, according to Rule 2; governing the pronoun *us*, in the objective case, agreeable to Rule 16, which says, &c. and governing the verb *improve* in the infinitive mood, agreeable to Rule 18,

which says, The verbs *bid, dare, feel, let, &c.* govern verbs following them in the infinitive mood.

us.....a personal pronoun, of the first person plural, governed by the transitive verb *let*, in the objective case, agreeable to Rule 16, which says, &c.

improve....a transitive active verb, governed by the verb *let* in the infinitive mood, agreeable to Rule 18, which says, The verbs *bid, dare, feel, let, &c.* govern verbs following them in the infinitive mood: and governing the pronoun *ourselves* in the objective case, agreeable to Rule 16, which says, &c.

ourselves..a personal pronoun, of the first person plural, governed by the transitive verb *improve* in the objective case, agreeable to Rule 16, which says, &c.

### James was an honest man.

James.....a noun of the third person singular, nominative to the verb *was*, according to Rule 1.

was.....a neuter verb, of the indicative mood, imperfect tense, agreeing with its nominative *James* in the third person singular, according to Rule 2.

an.....an article, relating to the noun *man*, agreeable to Rule 11.

honest....an adjective, relating to the noun *man*, according to Rule 11.

man.....a noun of the third person singular, nominative following the neuter verb *was*, agreeable to Rule 17, which says, Neuter verbs and their participles followed by a noun or pronoun, must have the same case after as before them.

Teach thy child to be obedient, and he will bless thee.

Let us hearken to the precepts of virtue.

A little bed of carnations perfumes a whole garden. This flower is the emblem of a person who possesses both wisdom and goodness, and who knows how to conciliate the love and respect of his fellow-creatures.

The mind, unoccupied with useful knowledge, becomes a magazine of trifles and follies.

Virtue refines the affections, but vice debases them.

To be satisfied with a little is great wisdom. He that increases his treasures, increases his anxiety and care.

The highest learning is to be wise, and the greatest wisdom is to be good.

Guard well thy thoughts; our thoughts are heard in heaven.

Let us be animated in the pursuit of useful knowledge.

#### SECTION 7.

*Examples, in which Rule 28, and 30, should be repeated.*

She acted so prudently on all occasions, that she was universally beloved.

She.....a personal pronoun, of the third person singular, nominative to the verb *acted*, agreeable to Rule 1.

acted.....an intransitive active verb, of the indicative mood, imperfect tense, agreeing with its nominative *she* in the third person singular, according to Rule 2.

so.....a conjunction.

prudently..an adverb, expressing the manner of the verb  
*acted*.

on.....a preposition, governing the noun *occasion*, in the objective case, agreeable to Rule 28, which says A preposition governs the noun or pronoun which is its object in the objective case.

all.....an adjective, relating to the noun *occasions*, according to Rule 11.

occasions..a noun of the third person plural, governed by the preposition *on* in the objective case, agreeable to Rule 28, which says, A preposition governs, &c.

that..... ..a conjunction.

she. ....a personal pronoun, of the third person singular, nominative to the verb *was beloved*, according to Rule 1.

was.....an auxiliary of the verb *was beloved*.

universally..an adverb.

beloved, was beloved, a passive verb of the indicative mood, imperfect tense, agreeing with its nominative *she* in the third person singular, according to Rule 2.

He has acted wisely and prudently in this business, so that he cannot be justly censured by his companions.

A constant habit of unprofitable amusement, relaxes the tone of the mind, and renders it totally incapable of application to study.

Who art thou, O man! that presumest on thy own wisdom.

Though he fall, yet he shall not be utterly cast down.

Oh! the humiliation to which vice and folly reduce us.

*Promiscuous Examples of False Syntax, to be corrected and parsed by the preceding Rules.*

Virtue and mutual confidence is the soul of friendship. Where these are wanting, disgust or hatred often follow little differences.

An army present a painful sight to a feeling mind.

Reason's whole pleasure, all the joys of sense,  
Lies in three words, health, peace, and competence.

We have subjected ourselves to much expense, that thou may be well educated.

He acted conformable with his instructions, and cannot be censured justly.

Temperance, more than medicines, are the proper means of curing many diseases.

No person could speak stronger on this subject, nor behave nobler, than our young advocate for the cause of toleration.

The people's happiness is the statesmans honour.

If it were them who acted so ungratefully, they were doubly in fault.

This is the person who we are so much obliged to, and who we expected to have seen, when the favour was conferred.

He is a person of great property, but does not possess the esteem of his neighbours.

I know not whether Charles was the author, but I understood it to be he.

When we see bad men to be honoured, and prosperous in the world, it is some discouragement to virtue.

It is not the uttering nor the hearing certain words, that constitute the worship of the Almighty. It is the heart that praises or prays. If the heart accompanies not the words that are spoken, we offer a sacrifice of fools.

Neither flatter or contemn the rich or the great.

If Providence clothe the grass of the field, and shelters and adorns the flowers that every where grows wild among it, will he not clothe and protect his children and servants much more ?

I intended to have finished the letter before the bearer called, that he might not have been detained ; but I was prevented by company.

This task was the easier performed, from the cheerfulness with which he engaged in it.

The concourse of people were so great, that with difficulty we passed through them.

Two principles in human nature reign ;  
Self-love to urge, and reason to restrain ;



Nor that a good, nor this a bad we call;  
Each works its end, to move or govern all.

A circle, a square, a triangle, or a hexagon  
please the eye by their regularity, as beautiful  
figures.

There was much spoke and wrote on each  
side of the question; but I have chose to take  
part with neither.

Oh! thee, my voice inspire,  
Who touch'd Isaias hallowed lips with fire.

Every thing that we here enjoy, change,  
decay, and come to an end.

The pleasure or pain of one passion differ  
from that of another.

She was very desirous to have gone home  
last week; but we wished her stay longer, and  
she complied with our request.

Desires and wishes are the first spring of  
action. When they become exorbitant, the  
whole of the character are like to be tainted.

It would have given me great satisfaction,  
to relieve him from that distressed situation.

We have done no more than it was our duty  
to have done.

Next week is the time for holding the an-  
nual meeting.

No one engages in that business, unless he  
aim at reputation.

I shall walk out to-day, unless it rains.

## OF PUNCTUATION.

Punctuation is the art of dividing a written composition into sentences, or parts of sentences, by points or stops, for the purpose of marking the different pauses which the sense and an accurate pronunciation require.

The Comma represents the shortest pause ; the Semicolon, a pause double that of a Comma ; the Colon, double that of the Semicolon ; and the Period, double that of the Colon.

## OF THE COMMA.

**RULE 1.** With respect to a simple sentence, the several words of which it consists have so near a relation to each other, that, in general, no points are requisite, except a period at the end of it : as “ ‘The fear of the Lord is the beginning of wisdom.’ ”

A simple sentence, however, when it is a long one, and the nominative case is accompanied with several adjuncts, may admit of a pause immediately before the verb : as “ ‘To be totally indifferent to praise or censure, is a real defect in character.’ ”

*Examples.*

The tear of repentance brings its own relief.

It is honourable to be a friend to the unfortunate.

The indulgence of harsh dispositions is the introduction of future misery.

**RULE 2.** When the connexion of the different parts of a simple sentence is interrupted by an imperfect phrase, a comma is usually introduced before the beginning, and at the end of this phrase: as “I remember, with gratitude, his goodness to me;” “His work is, in many respects, very imperfect; it is, therefore, not much approved.” But when these interruptions are slight and unimportant, the comma is better omitted: as “Flattery is certainly pernicious.”

*Examples.*

Gentleness is in truth the great avenue to mutual enjoyment

Charity like the sun brightens all its objects

Advice should be seasonably administered

**RULE 3.** When two nouns occur in the same construction; or two or more adjectives belong to the same noun; or two or more verbs have the same nominative, and immediately follow one another; or two or more adverbs immediately succeed one another, they must be separated by commas; as “Reason, virtue, answer one great aim;” “Plain, honest truth, needs no disguise,” &c.

*Examples.*

Discomposed thoughts agitated passions and ruffled temper poison every pleasure of life

Conscious guilt renders us mean-spirited  
timorous and base

An upright mind will never be at a loss to  
discern what is just and true lovely honest  
and of good report

The man of virtue and honour will be trust-  
ed relied upon and esteemed

A true friend unbosoms freely advises justly  
assists readily adventures boldly takes all  
patiently defends resolutely and continues a  
friend unchangeably

The great business of life is to be employed  
in doing justly loving mercy and walking  
humbly with our Creator

To live soberly righteously and piously com-  
prehends the whole of our duty

**RULE 4.** Two nouns, adjectives, verbs, par-  
ticiples, or adverbs, closely connected by a  
conjunction, do not require a comma. But if  
the words thus connected have adjuncts so as  
considerably to lengthen the parts, the comma  
should be used.

*Examples.*

Vicissitudes of good and evil of trials and  
consolations fill up the life of man

We have no reason to complain of the lot of  
man or of the world's mutability

True friendship will at all times avoid a  
careless and rough behaviour

When thy friend is calumniated openly and boldly espouse his cause

Benefits should be long and gratefully remembered

**RULE 5.** When participles are followed by something that depends on them, they are generally separated from the rest of the sentence by a comma: as “All mankind compose one family, assembled under the eye of one common Father.”

*Examples.*

True gentleness is native feeling heightened and improved by principle

The path of piety and virtue pursued with a firm and constant spirit will assuredly lead to happiness

Human affairs are in continual motion and fluctuation altering their appearance every moment and passing into some new forms

**RULE 6.** When a conjunction is divided by a phrase or sentence from the verb to which it belongs, such intervening phrase has usually a comma at each extremity: as “They set out early, and, before the close of day, arrived at the destined place.”

*Examples.*

Gentleness delights above all things to alleviate distress and if it cannot dry up the falling tear to sooth at least the grieving heart  
Wherever christianity prevails it has dis-

couraged and in some degree abolished slavery

We may rest assured that by the steady pursuit of virtue we shall obtain and enjoy it

**RULE 7.** Expressions in a direct address, are separated from the rest of the sentence by commas: as "I am obliged to you, my friend, for your many favours."

*Examples.*

Continue my dear child to make virtue thy principal study

To you my worthy benefactors am I indebted under Providence for all I enjoy

Come then companion of my toils let us take fresh courage persevere and hope to the end

**RULE 8.** A noun or pronoun connected with a participle as its subject, should be separated from the body of the sentence by commas: as "At length, their ministry performed, and race well run, they left the world in peace."

*Examples.*

Peace of mind being secured we may smile at misfortunes

Virtue abandoned and conscience reproaching us we become terrified with imaginary evils

To prevent further altercation I submitted to the terms proposed

**RULE 9.** Nouns in apposition, that is, nouns added to other nouns in the same case, by way of explication or illustration, when accompanied with adjuncts, are set off by commas: as “Paul, the apostle of the Gentiles, was eminent for his zeal and knowledge.”

But if such nouns are single, or only form a proper name, they are not divided: as “Paul the apostle.”

*Examples.*

Hope the balm of life sooths us under every misfortune

Content the offspring of virtue dwells both in retirement and in the active scenes of life

The patriarch Joseph is an illustrious example of chastity resignation and filial affection.

**RULE 10.** Simple members of sentences connected by comparatives, are for the most part distinguished by a comma: “As the hart panteth after the water brooks, so doth my soul pant after thee.”

If the members in comparative sentences are short, the comma is in general better omitted: as “How much better is it to get wisdom than gold.”

*Examples.*

Nothing is so opposite to the true enjoyment

of life as the relaxed and feeble state of an indolent mind

The friendships of the world can subsist no longer than interest cements them

Nothing more strongly inculcates resignation than the experience of our own inability to guide ourselves

**RULE 11.** When words are placed in opposition to each other, or with some marked variety, they should be distinguished by a comma: as

“Tho’ deep, yet clear; tho’ gentle, yet not dull;

Strong, without rage; without o’erflowing, full.”

“Good men, in this frail, imperfect state, are often found, not only in union with, but in opposition to, the views and conduct of one another.”

Sometimes, when the word to which the last preposition relates, is single, it is better to omit the comma before it: as “Many states were in alliance with, and under the protection of Rome.”

The same rule and restriction must be applied when two or more nouns refer to the same preposition: as “He was not only the king, but the father of his people.”

*Examples.*

He who is a stranger to industry may possess but he cannot enjoy



Contrition though it may melt ought not to sink or overpower the heart of a Christian

Idle curiosity an inquisitive and meddling spirit often interrupts the good order and breaks the peace of society

**RULE 12.** A remarkable expression, or a short observation, somewhat in the manner of a quotation, may be properly marked with a comma: as “It hurts a man’s pride to say, I do not know.”

*Examples.*

Vice is not of such a nature that we can say to it Hitherto shalt thou come and no further

One of the noblest of the Christian virtues is to love our enemies

We are strictly enjoined not to follow a multitude to do evil

**RULE 13.** Relative pronouns are connective words, and generally admit a comma before them: as “There is no charm in the female sex, which can supply the place of virtue.”

But when two members are closely connected by a relative, restraining the general notion of the antecedent to a particular sense, the comma should be omitted: as “A man who is of a detracting spirit, will misconstrue the most innocent words that can be put together.”

In this example the assertion is not of "a man in general," but of "a man who is of a detracting spirit;" and therefore they should not be separated.

This rule applies equally to cases in which the relative is not expressed, but understood: as "It was from piety, warm and unaffected, that his morals derived strength." "This sentiment, habitual and strong, influenced his whole conduct." In both of these examples, the relative and verb, *which was*, are understood.

### *Examples.*

It is labour only which gives the relish to pleasure

The gentle mind is like the smooth stream which reflects every object in its just proportion and in its fairest colours

In that unaffected civility which springs from a gentle mind there is an incomparable charm

He who is good before invisible witnesses is eminently so before the visible

**RULE 14.** A simple member of a sentence, contained within another, or following another, must be distinguished by a comma: as "Very often, while we are complaining of the vanity and the evils of human life, we make that vanity, and we increase those evils."

If, however, the members succeeding each other be very closely connected, the comma is unnecessary: as "Revelation has informed us in what manner our apostacy arose."

Several verbs in the infinitive mood, having a common dependence, and succeeding

one another, are also divided by commas: as  
 “To relieve the indigent, to comfort the afflicted, to protect the innocent, to reward the deserving, are humane and noble employments.”

*Examples.*

If we delay till to-morrow what ought to be done to-day we overcharge the morrow with a burden which belongs not to it

By whatever means we may at first attract the attention we can hold the esteem and secure the hearts of others only by amiable dispositions and the accomplishments of the mind

If the mind sow not corn it will plant thistles

Graceful in youth is the tear of sympathy and the heart that melts at the tale of woe

He who formed the heart certainly knows what passes within it

To be humble and modest in opinion to be vigilant and attentive in conduct to distrust fair appearances and to restrain rash desires are instructions which the darkness of our present state should strongly inculcate

**RULE 15.** When the verb *be* is followed by a verb of the infinitive mood, which, by transposition, might be made the nominative case to it, the former is generally separated from the latter verb, by a comma: as “The most

obvious remedy is, to withdraw from all associations with bad men."

*Examples.*

The greatest misery is to be condemned by our own hearts

The greatest misery that we can endure is to be condemned by our own hearts

Charles's highest enjoyment was to relieve the distressed and to do good

The highest enjoyment that Charles ever experienced was to relieve the distressed and to do good

**RULE 16.** When adjuncts or circumstances are of importance, and often when the natural order of them is inverted, they may be separated by commas: as "Virtue must be formed and supported, not by unfrequent acts, but by daily and repeated exertions." "By threads innumerable, our interests are interwoven."

*Examples.*

If opulence increases our gratifications it increases in the same proportion our desires and demands

By proper management we prolong our time we live more in a few years than others do in many

In your most secret actions suppose that you have all the world for witnesses

In youth the habits of industry are most easily acquired

**RULE 17.** Where a verb is understood, a comma may be generally introduced: as “From law arises security ; from security, curiosity ; from curiosity, knowledge.” In this example, the verb “arises” is understood before “curiosity” and “knowledge,” at which words a considerable pause is necessary.

This is a general rule, which, besides comprising some of the preceding rules, will apply to many cases not determined by any of them.

*Examples.*

Providence never intended that any state here should be either completely happy or entirely miserable

If the spring put forth no blossoms in summer there will be no beauty and in autumn no fruit So if youth be trifled away without improvement manhood will be contemptible and old age miserable

**RULE 18.** The words *nay, no, hence, again, first, secondly, formerly, now, lastly, once more, above all, on the contrary, in the next place, in short,* and all other words and phrases of the same kind, must be generally separated from the context by a comma: as “Remember thy first and best friend ; *formerly,* the support of thy infancy, and the guide of thy childhood ;

now, the guardian of thy youth, and the hope of thy coming years.”

*Examples.*

Be assured then that order frugality and economy are the necessary supports of every personal and private virtue

Here every thing is in stir and fluctuation there all is serene steady and orderly

Sometimes timidity and false shame prevent our opposing vitious customs frequently expectation and interest impel us strongly to comply

In many of the foregoing rules and examples, great regard must be paid to the length of the clauses, and the proportion which they bear to one another. A careful attention to the sense of any passage, and to the clear, easy communication of it, will, it is presumed, with the aid of the preceding rules, enable the student to adjust the proper pauses, and the places for inserting the commas.

OF THE SEMICOLON.

The semicolon is used for dividing a compound sentence into two or more parts not so closely connected as those which are separated by a comma, nor yet so little dependent on each other, as those which are distinguished by a colon.

When the preceding member of a sentence does not of itself give a complete sense, but depends on the following clause, and sometimes when the sense of that member would be complete without the concluding

one, but the latter depending on the former, the semicolon is used ; as in the following examples : “ As the desire of approbation, when it works according to reason, improves the amiable part of our species in every thing that is laudable ; so nothing is more destructive to them, when it is governed by vanity or folly.” “ Straws swim upon the surface ; but pearls lie at the bottom.”

*Examples.*

That darkness of character where we can see no heart those foldings of art through which no native affection is allowed to penetrate present an object unamiable in every season of life but particularly disagreeable in youth

The path of truth is a plain and a safe path that of falsehood is a perplexing maze

Modesty is one of the chief ornaments of youth and has ever been esteemed a presage of rising merit

Life with a swift though insensible course glides away and like a river which undermines its banks gradually impairs our state

Levity is frequently the forced production of folly or vice cheerfulness is the natural offspring of wisdom and virtue only

Persons who live according to order may be compared to the celestial bodies which move in regular courses and by stated laws

whose influence is beneficent whose operations are quiet and tranquil

#### OF THE COLON.

The colon is used to divide a sentence into two or more parts, less connected than those which are separated by a semicolon; but not so independent as separate, distinct sentences.

**RULE 1.** When a member of a sentence is complete in itself, but followed by some supplemental remark, or further illustration of the subject, the colon may be properly admitted: as “Nature felt her inability to extricate herself from the consequences of guilt: the gospel reveals the plan of divine interposition and aid.”

#### *Examples.*

The three great enemies to tranquillity are vice superstition and idleness vice which poisons and disturbs the mind with bad passions superstition which fills it with imaginary terrors idleness which loads it with tediousness and disgust

When we look forward into the year which is beginning what do we behold there All my brethren is a blank to our view a dark unknown presents itself

Happy would the poor man think himself if he could enter on all the treasures of the rich and happy for a short time he might be but be-



fore he had long contemplated and admired his state his possessions would seem to lessen and his cares would grow

**RULE 2.** When several semicolons have preceded, and a still greater pause is necessary, in order to mark the connecting or concluding sentiment, the colon should be applied: as “A divine legislator, uttering his voice from heaven; an almighty governor, stretching forth his arm to punish or reward; informing us of perpetual rest prepared hereafter for the righteous, and of indignation and wrath awaiting the wicked: these are the considerations which overawe the world, which support integrity, and check guilt.”

*Examples.*

By doing or at least endeavouring to do our duty to God and man by acquiring a humble trust in the mercy and favour of God through Jesus Christ by cultivating our minds and properly employing our time and thoughts by governing our passions and temper by correcting all unreasonable expectations from the world and from men in the midst of worldly business habituating ourselves to calm retreat and serious recollection by such means as these it may be hoped that through the Divine blessing our days will flow in a stream as unruffled as the human state admits

**RULE 3.** The colon is commonly used when an example, a quotation, or a speech, is introduced: as “He was often heard to say: - have done with the world, and am willing to leave it!”

*Examples.*

The scriptures give us an amiable representation of the Deity in these words “God is love”

All our conduct towards men should be influenced by this important precept “Do unto others as you would others should do unto you”

Philip III king of Spain when he drew near the end of his days seriously reflecting on his past life and greatly affected with the remembrance of his misspent time expressed his deep regret in these terms “Ah! how happy would it have been for me had I spent these twenty-three years that I have held my kingdom in retirement”

OF THE PERIOD.

When a sentence is so complete and independent as not to be connected in construction with the following sentence, it is marked with a period.

A period may sometimes be admitted between two sentences, though they are joined by a conjunction. For the quality of the point does not always depend on the connective par-

ti-  
 ciple, but on the sense and structure of sen-  
 tences: as, "Recreations, though they be of  
 an innocent kind, require steady government,  
 to keep them within a due and limited province.  
 But such as are of an irregular and vitious na-  
 ture, are not to be governed, but, to be banished  
 ed from every well regulated mind."

*Examples.*

The absence of Evil is real Good Peace  
 Quiet exemption from pain should be a con-  
 tinual feast

Worldly happiness ever tends to destroy  
 itself by corrupting the heart It fosters the  
 loose and the Violent passions It engenders  
 noxious habits and taints the mind with false  
 delicacy which makes it feel a thousand un-  
 real evils

We ruin the happiness of life when we at-  
 tempt to raise it too high A tolerable and com-  
 fortable state is all that we can propose to our-  
 selves on Earth Peace and contentment not  
 bliss nor transport are the full portion of Man  
 Perfect joy is reserved for Heaven

If we look around us we shall perceive  
 that the whole universe is full of active Pow-  
 ers Action is indeed the genius of nature By  
 motion and exertion the system of being is  
 preserved in vigour By its different parts al-  
 ways acting in subordination one to another  
 the perfection of the whole is carried on The

heavenly bodies perpetually revolve day and night incessantly repeat their appointed course Continual operations are going on in the earth and in the waters nothing stands still

*Of the Dash, Notes of Interrogation and Exclamation, &c.*

#### THE DASH.

The Dash, though often used improperly by hasty and incoherent writers, may be introduced with propriety, where the sentence breaks off abruptly ; where a significant pause is required ; or where there is an unexpected turn in the sentiment : as “ If thou art he, so much respected once—but, oh ! how fallen ! how degraded ! ” “ If acting conformably to the will of our Creator ;—if promoting the welfare of mankind around us ;—if securing our own happiness ;—are objects of the highest moment : then we are loudly called upon to cultivate and extend the great interests of religion and virtue.”

#### INTERROGATION.

A note of Interrogation is used at the end of an interrogative sentence ; that is, when a question is asked ; as “ Who will accompany me ? ”

Questions which a person asks himself in contemplation, ought to be terminated by

points of interrogation : as “ Who adorned the heavens with such exquisite beauty ? ”

A point of interrogation is improper after sentences which are not questions, but only expressions of admiration, or some other emotion.

“ How many instances have we of chastity and excellence in the fair sex ! ”

A note of interrogation should not be employed, in cases where it is only said a question has been asked, and where the words are not used as a question.

“ The Cyprians asked me, why I wept. ”

To give this sentence the interrogative form it should be expressed thus :

“ The Cyprians said to me, Why dost thou weep ? ”

#### EXCLAMATION.

The note of Exclamation is applied to expressions of sudden emotion, surprise, grief, joy, &c. and also to invocations or addresses : as “ My friend ! this conduct amazes me ! ” “ Bless the Lord, O my soul ; and forget not all his benefits ! ”

It is difficult in some cases, to distinguish between an interrogative and exclamatory sentence ; but a sentence, in which any wonder or admiration is expressed, and no answer either expected or implied, may be always properly terminated by a note of exclamation : as “ How much vanity in the pursuits of men ! ” “ Who can sufficiently express the goodness of our Creator ! ”

#### PARENTHESIS.

A parenthesis is a clause containing some necessary information, or useful remark, introduced into the body of the sentence obliquely, and which may be omitted without injuring the construction ; as

“Know then this truth (enough for man to know)

“Virtue alone is happiness below.”

If the incidental clause be short, or perfectly coincide with the rest of the sentence, it is not proper to use the parenthetical characters. The following instances are therefore improper uses of the parenthesis:—“Speak you (who saw) his wonders in the deep.” “Every planet (as the Creator has made nothing in vain) is most probably inhabited.”

*Examples of the Dash, Interrogation, &c.*

Beauty and strength combined with virtue and piety how lovely in the sight of men how pleasing to heaven peculiarly pleasing because with every temptation to deviate they voluntarily walk in the path of duty

“I’ll live to-morrow” will a wise man say

To-morrow is too late then live to-day

What is there in all the pomp of the world the enjoyments of luxury the gratification of passion comparable to the tranquil delight of a good conscience

To lie down on the pillow after a day spent in temperance in beneficence and in piety how sweet is it

We wait till to-morrow to be happy alas Why not to-day Shall we be younger Are we sure we shall be healthier Will our passions become feebler and our love of the world less

As in riper years all unseasonable Returns  
to the levity of youth ought to be laid aside  
and admonition which equally belongs to both  
the sexes still more are we to guard against  
those intemperate indulgences of pleasure to  
which the young are unhappily prone

The bliss of man could pride that blessing find  
Is not to act or think beyond mankind

*Promiscuous examples for Punctuation.*

He who shuts out all evasion when he pro-  
mises loves truth

The laurels of the Warrior are dyed in  
blood and bedewed with the tears of the widow  
and orphan

The gardens of the world produce only deci-  
duous flowers Perennial ones must be sought  
in the delightful regions above Roses without  
thorns are the growth of paradise alone

The Almighty from his throne on earth sur-  
veys

Nought greater than an honest humble heart  
A humble heart his residence pronoun'd

His second seat

Where thy true treasure Gold says not in  
me

And not in me the diamond Gold is poor

He loves nobly I speak of friendship who is  
not jealous when he has partners of love

When Socrates was asked what man approached the nearest to perfect happiness he answered That man who has the fewest wants

### DIRECTIONS

#### *Respecting the use of Capital Letters.*

It was formerly the custom to begin every noun with a capital: but as this practice was troublesome, and gave the writing or printing a crowded and confused appearance, it has been discontinued. It is, however, very proper to begin with a capital,

1. The first word of every book, chapter, letter, note, or any other piece of writing.

2. The first word after a period; and, if the two sentences be *totally independent*, after a note of interrogation or exclamation.

But if a number of interrogative or exclamatory sentences are thrown into one general group; or if the construction of the latter sentences depends on the former, all of them except the first, may begin with a small letter: as "How long, ye simple ones, will ye love simplicity? and the scorers delight in their scorning? and fools hate knowledge?" "Alas! how different! yet how like the same!"

3. The appellations of the deity; as God, Jehovah, the Almighty, the Supreme Being, the Lord, Providence, the Messiah, the Holy Spirit.

4. Proper names of persons, places, cities, streets, mountains, rivers, ships: as George,



York, the Andes, the Delaware, the Seahorse.

5. Adjectives derived from the proper names of places: as "Grecian, Roman, English, French, Italian."

6. Words of particular importance: as "The Reformation; the Restoration; the Revolution."

7. The first word of a quotation, introduced after a colon, or when it is in a direct form: as Always remember this ancient maxim: "Know thyself!" Our great Lawgiver says, "Take up thy cross daily, and follow me." But when a quotation is brought in obliquely after a comma, a capital is unnecessary: as Solomon observes "that pride goes before destruction."

The first word of an example may also very properly begin with a capital, as "Temptation proves our virtue."

8. Every noun and principal word in the titles of books: as "Johnson's Dictionary of the English Language;" "Thomson's Seasons;" "Rollin's Ancient History."

9. The first word of every line in poetry.

10. The pronoun *I*, and the interjection *O*! are written in capitals: as "I write;" "Hear, O earth!"

Other words, besides the preceding, may begin with capitals, when they are remarkably emphatical, or the principal subject of the composition.

## PROSODY.

Prosody teaches the true pronunciation of words, and comprises *accent*, *quantity*, *emphasis*, *pause*, and *tone*.

## ACCENT.

Accent is the laying of a particular stress of the voice, on a certain letter or syllable in a word, that it may be better heard than the rest, or distinguished from them : as *table*, *delight*.

## QUANTITY.

The quantity of a syllable is the time which is occupied in pronouncing it ; and is considered as either *long* or *short*.

A vowel or syllable is long, when the accent is on the vowel ; which occasions it to be slowly joined in pronunciation with the following letters, as “ *Fäll*, *bāle*, *hōuse*.”

A syllable is short, when the accent is on the consonant ; which occasions the vowel to be quickly joined to the succeeding letter or letters : as “ *ärt*, *bōnnēt*.”

A long syllable requires double the time of a short one in pronouncing it : as “ *Māte*, *māt* ; *nōte*, *nōt*.”

## EMPHASIS.

By emphasis is meant a stronger and fuller sound of voice, by which we distinguish some word or words on which we design to lay a particular stress, and to show how they affect the rest of the sentence : as “ *His subjects fear him*, but they *do not love him*.”

## PAUSES.

Pauses or rests, in speaking and reading, are a total cessation of the voice, during a perceptible, and, in many cases, a measurable space of time.

## TONES.

Tones consist in the modulation of the voice, the notes or variations of sound which we employ in the expression of our sentiments.

## CHARACTERS.

The following characters are frequently used in composition.

An apostrophe, marked thus ' is used when a word or syllable is contracted : as tho' for though : lov'd for loved.

A Carat, marked thus  $\Delta$  shows where a word or words should be placed, that have been omitted ; as Thou shouldst <sup>strive</sup> to improve.

A Hyphen, which is thus marked - is used to join syllables, or compound words together ; as con-strain, to-mor-row, ink-pot.

The Acute accent marked thus ' denotes a short syllable, as fan'cy.

The Grave accent thus ` denotes a long syllable : as labour.

The proper mark to distinguish a long syllable is this ¯ : as " Rōsy ;" and a short one, this ˘ as " Fōlly." This last mark is called a Breve.

A Diæresis thus marked “ ”, shows that two vowels form separate syllables: as “ Creätor.”

A Section is thus marked §.

A Paragraph, thus ¶.

A quotation has two inverted commas at the beginning, and two direct ones at the end of a phrase or passage: as

“ The proper study of mankind is man.”

Crotchets or Brackets serve to enclose a particular word or sentence. They are marked thus [ ].

An Index or Hand  points out a remarkable passage.

A Brace } unites three poetical lines; or connects a number of words, in prose, with one common term.

An asterisk or little star \* directs the reader to some note in the margin.

An Ellipsis is thus marked —: as “ K—g,” for King.

An Obelisk, which is marked thus †, and Parallels thus ||, together with the letters of the alphabet, and figures, are used as references to the margin.

For further information on the subject of Prosody, and the laws of Versification; with the various figures of speech, the reader is referred to Lindley Murray's English Grammar, Hutchins' Grammar, and Sheridan's Art of Reading.

# APPENDIX.



## CORRECTIONS OF FALSE SYNTAX.

ADAPTED TO THE RULES.

### Under Rule 1.

*Thee must be more attentive to thy studies.*

Not proper, because the pronoun *thee* is in the objective case, and is the subject of the verb *must be*. But when a noun or pronoun is the subject of a verb it must be in the nominative case, agreeable to Rule 1. Therefore *thee* should be *thou*, a personal pronoun, nominative case : thus, Thou must be more attentive to thy studies.

*He* who is careless and inattentive will not improve.

*They* know how to write as well as *he* : but he is a better grammarian than *they*.

*They* that oppress the poor to increase their riches, shall come to want.

*She* that is virtuous deserves esteem.

*Whosoever* is contented, enjoys happiness.

Who made the noise? *I*.

*He* that thinks twice before he speaks once, will speak twice the better for it.

He admonished all *who* he thought had been disorderly, to be more watchful in future.

### Under Rule 2.

*The girls was here yesterday.*

Not correct, because the verb *was* is in the singular number, and its subject or nominative *girls*, is plural. But agreeable to Rule 2, a verb must agree with its subject or nominative, in number and person. Therefore *was* should be *were*, a verb of the plural number ; thus :

The girls *were* here yesterday.

*Thou should be more diligent in attending to thy studies.*

Not correct, because the verb *should be* is in the plural number, or first or third person singular, and its subject *thou* is in the second person singular: But agreeable to Rule 2, a verb must agree with its subject in number and person. The sentence should stand thus:

Thou *shouldst be* more diligent in attending to thy studies.

Great pains *have been taken* to little purpose.

Frequent commission of sin *hardens* men in it.

There *are* many occasions in life, in which silence and simplicity are marks of true wisdom.

He *dare's* not act contrary to his instructions.

What *avail* the best sentiments, if people do not live suitably to them?

Not one of them whom thou *seest*, clothed in purple, *is* happy.

Nothing *delights* some persons, but vain and foolish pursuits.

The number of stars that are, at any one time, visible to the naked eye, *does* not much exceed one thousand.

A variety of pleasing objects *charms* the eye.

To live soberly, righteously, and piously, *is required* of all men.

The following treatise, together with those which accompany it, *was written* many years ago, for my own satisfaction.

To do unto all men as we would that they, in similar circumstances, should do unto us, *constitutes* the great principle of virtue.

### Under Rule 3.

*Sobriety and humility leads* to honour.

Not correct, because the verb *leads* is in the singular number, and has two subjects, *sobriety* and *humility* connected by the conjunction *and*: But agreeable to Rule 3, when a verb has two subjects connected by the conjunction *and*, it must agree with them in the plural number.

Therefore *leads* should be *lead*, a verb of the plural number, and the sentence will stand thus :

Sobriety and humility *lead* to honour.

Patience and diligence, *overcome* difficulties.

Humility and knowledge, with poor apparel, *excel* pride and ignorance under costly attire.

Wisdom, virtue, and happiness, *dwell* with the humble and pure in heart.

The planetary system, boundless space, and the immense ocean, *affect* the mind with sensations of astonishment.

What *signify* the counsel and care of preceptors when youth think they have no need of assistance ?

Time and tide *wait* for no man.

The inquisitive and curious *are* generally talkative.

To be of a pure and humble mind, to exercise benevolence towards others, and to cultivate piety towards God, *are* the sure means of becoming peaceful and happy.

Humility and love, whatever obscurities may involve religious tenets, *constitute* the essence of true religion.

And so *were* also James and John the sons of Zebedee.

Much *do* human pride and self-complacency require correction.

### Under Rule 4.

*Neither he nor his son were to be found.*

Not proper, because *were* is a verb of the plural number, not agreeing in number with each of its nominatives *he* and *son*, connected by the conjunction *nor*. But when two or more subjects of the singular number are connected by the conjunction *or*, or *nor*, the verb must agree with each of them in the singular number, agreeable to Rule 4. Therefore *were* should be *was*, a neuter verb of the indicative mood, imperfect tense, agreeing

with its nominative *he* or *son* in the third person singular ; thus :

Neither *he* nor *his son* *was* to be found.

Ignorance or negligence *has caused* this mistake.

Wealth, or virtue, or any valuable acquisition, *is* not attainable by idle wishes.

There are many faults in spelling, which neither analogy nor pronunciation *justifies*.

A tart reply, a proneness to rebuke, or a captious disposition, *is* capable of embittering domestic life.

On these causes *depends* all the happiness or misery that exists among men.

When sickness, infirmity, or calamity *affects* us, the sincerity of friendship *is* proved.

Man's happiness or misery, *is*, in a great measure, put into his own hands.

Whatever *he* undertakes, either his pride or his folly *disgusts* us.

*Has* thy brother or sister *been consulted* on the occasion ?

### Under Rule 5.

*Neither they nor he was present.*

Incorrect, because the verb *was* is in the singular number, and is preceded by two subjects *they* and *he*, of different numbers, connected by the conjunction *nor*, and the plural is not placed next to it. But, agreeable to Rule 5, when subjects of different numbers are connected by the conjunction *nor*, the verb must agree with the plural, which should be placed next to it. Therefore *was* should be *were*, and the sentence should read thus :

Neither *he* nor *they were* present.

Either thou or the *boys were* in the fault.

Neither poverty nor *riches were* injurious to him.

*He* could not tell whether one person or two, had assisted him in the transaction.

The deceitfulness of riches, or the *cares* of this life,



*have choked* the seeds of virtue in many a promising mind.

He or they have much cause to be displeased with the treatment received.

Some parts of the ship and cargo were recovered; but neither the captain nor the *sailors were* saved.

Whether one person, or *more than one were* concerned in the business, does not yet appear.

Either the driver, the carriage, or the *horses were* out of order.

### Under Rule 6.

*The church have* no power to inflict corporal punishments.

Not correct, because the verb *have* is in the plural number, and its subject *church* is a noun of multitude that conveys unity of idea: But agreeable to Rule 6, when the subject is a noun of multitude which conveys unity of idea, the verb must agree with it in the singular number. Therefore *have* should be *has*, and the sentence will read thus:

The church *has* no power to inflict corporal punishments.

The people *rejoice* in that which should cause sorrow.

The flock, and not the fleece, *is*, or ought to be the object of the shepherd's care.

In the days of youth the multitude eagerly *pursue* pleasure.

The court *has* just ended, after having sat through the trial of a very long cause.

The family *were* all well when we left home yesterday.

No society *is* chargeable with the disapproved conduct of particular members.

The committee *were* divided in sentiment, and they have referred the business to the general meeting.

Why *does* this generation look for greater evidence, when so much is already given?

The council *were* not unanimous; and they separated without coming to any conclusion.

Never *was* any other people so much infatuated as the Jewish nation.

### Under Rule 7.

*I do not think any person should be censured for being careful of their reputation.*

Not proper, because the pronoun *their* is in the plural number, and its antecedent *person*, is singular: But, a pronoun must agree with its antecedent in number, gender, and person, agreeable to Rule 7. Therefore *their* should be *his*, thus:

I do not think any person should be censured for being careful of *his* reputation.

“Rebecca took goodly raiment which was with her in the house, and put *it* on Jacob.”

Each of them in *his* turn *receives* the benefits to which *he is* entitled.

Neither of these men *seems* to have any idea that *his* opinions are ill founded.

Every person, whatever be *his* station, should attend to the duties of religion and morality.

Let each of us cheerfully bear *his* part in the general burden.

If an animal should be taken out of its instinct, we should find *it* wholly deprived of understanding.

An orator's tongue should be agreeable to the ears of *his* auditors.

### Under Rule 8.

*His politeness and good disposition were, on failure of its effect, entirely changed.*

Improper, because the pronoun *its* is in the *singular* number, and has two antecedents, *politeness* and *disposition*, connected by the conjunction *and*: But, according to Rule 8, when a pronoun refers to two antecedents connected by the conjunction *and*, it must agree with them in the *plural* number. Therefore *its* should be *their*, a personal pronoun, agreeing with its two antecedents, *politeness* and *disposition*, in the third person plural, thus:

His politeness and good disposition were on failure of *their* effect, entirely changed.

Religion and knowledge exceed wealth and grandeur, and *they* will render *their* possessor more honourable.

Avoid haughtiness of behaviour, and affectation of manners, for *they* will assuredly bring thee to disgrace.

Observe thy father's commandment, and the law of thy mother: bind *them* continually on thy heart.

Pride and vanity will ever render *their* possessor despicable in the eyes of the wise.

Coffee and sugar are imported from the West Indies, and great quantities of *them* are used every year.

### Under Rule 9.

*Either knowledge or virtue is preferable to riches: strive, therefore, early in youth to attain them.*

Not proper, because *them* is a pronoun of the plural number, not agreeing in number with each of its antecedents *knowledge* and *virtue*, connected by the conjunction *or*: But when a pronoun has two or more antecedents of the singular number, connected by the conjunction *or*, it must agree with each of them in the singular number, agreeable to Rule 9. Therefore *them* should be *it*, a personal pronoun, agreeing with its antecedent *knowledge* or *virtue* in the third person singular; thus:

Either knowledge or virtue is preferable to riches; strive, therefore, early in youth to attain *it*.

Despise no infirmity of mind or body, nor any condition of life, for *it* may be thy own lot.

Either work or play is preferable to idleness, because *it* furnishes us with healthful exercise.

A man may see a metaphor or an allegory in a picture, as well as read *it* in a book.

A or an is called the indefinite article, because *it* relates to one of a kind, but not to one in particular.

We are not such machines as a clock or a watch, which will move only as *it* is moved.

### Under Rule 10.

*When the nation complains the rulers should listen to their voice.*

Not correct, because the pronoun *their* is in the plu-

ral number, and its antecedent *nation*, is a noun of multitude, conveying unity of idea : But, agreeable to Rule 10, when a pronoun refers to a noun of multitude which conveys unity of idea, it must be in the *singular* number. Therefore the sentence should read thus :

When the nation complains, the rulers should listen to *its* voice.

The crowd was so great, that we had much difficulty to pass through *it*.

In the days of youth, the multitude eagerly pursue pleasure as *their* chief good.

The committee were divided in sentiment ; and *they* have referred the business to the general meeting.

The company was very small at first, but *it* increased daily.

Why do the people rejoice in that which should give *them* sorrow ?

The school was adjourned and *it* has not been collected since.

### Under Rule 11.

*I have not seen my parents this six months.*

Not proper, because *this* is an adjective of the singular number, and the noun *months* to which it relates, is plural. But the adjectives *this*, *that*, &c. must agree in number with the nouns to which they relate, agreeable to Rule 11. Therefore *this* should be *these*, an adjective relating to the noun *months* and agreeing with it in the plural number ; thus :

I have not seen my parents *these* six months.

Please to give me *those* scissors.

*That* sort of favours did real injury under the appearance of kindness.

We do not approve of *this* kind of practices, as *it* does not comport with a guarded education.

Instead of improving yourselves, you have been playing *these* two hours.

*This* kind of indulgence softens and injures the mind.

## Under Rule 12.

*Thy ancestors virtue is not thine.*

Not correct, because the noun *ancestors*, which is used with the noun *virtue* to signify possession, is not in the possessive case: But, according to Rule 12, when two nouns are used together, implying possession, the latter governs the former in the possessive case. The sentence should read thus:

Thy ancestor's virtue is not thine.

A wise man's anger is of short continuance.

Thy father's offence will not condemn thee.

Wisdom's precepts are the good boy's greatest delight.

Hast thou read Cowper's Poems?

The girls' books were kept in better order than the boys'.

## Under Rule 13.

*I gave my book to James, my cousin, he who was here yesterday.*

Not correct, because the personal pronoun *he*, is in the nominative case, and the noun *James* which it is used to explain, is in the objective case: But, according to Rule 13, when a personal pronoun is used to explain a preceding noun, it is in apposition with it, and must be in the same case. *He* should be *him*, and the sentence read thus:

I gave my book to James, my cousin, *him* who was here yesterday.

This horse belongs to Samuel, the carpenter, *him* who built the house.

Augustus, the Roman Emperor, *he* who succeeded Julius Cæsar, is variously described.

These books are my friend's, *his* who keeps the library.

The estate was left to Simon and John the two eldest sons, *them* that had been to Europe.

Art thou acquainted with Clarissa the milliner, *her* whom we met in our walk this morning?

### Under Rule 14.

*Him having ended his discourse, the assembly dispersed.*

Incorrect, because the pronoun *him* is in the objective case, and is connected with the participle *having ended*, as its subject: But when a noun or pronoun is connected with a participle as its subject, it must be in the *nominative* case. The sentence should stand thus:

*He* having ended his discourse, the assembly dispersed.

*They* being willing to improve, the study was rendered agreeable.

*She* being absent, the business was attended to by others.

They all had liberty to go, *we* only excepted.

The *sun* having risen, it became very warm.

They were all more or less censurable, *she* only excepted, who was very circumspect in her conduct.

*Thou* having been unwatchful, the work is rendered more difficult.

### Under Rule 15.

*If some events had not fell out very unexpectedly, I should have been present.*

Not correct, because the verb *fell* which is in the imperfect tense, is connected with the auxiliary *had*. But, agreeable to Rule 15, a verb of the imperfect tense must not be connected with an auxiliary. *Fell* should be *fallen*, and the sentence read thus:

If some events had not *fallen* out very unexpectedly, I should have been present.

*He soon begun to be weary of having nothing to do:*

Not proper, because the perfect participle *begun* is used instead of the imperfect tense *began*: But, accord-

ing to Rule 15, the perfect participle must not be used instead of the imperfect tense. The sentence should read thus :

He soon *began* to be weary of having nothing to do.

I was in London a year, and *saw* the king last summer.

He writes as the best authors would have *written* on the same subject.

He would have *gone* with us, if we had asked him.

They *have chosen* the part of honour and virtue.

The house *was shaken* by the violence of the storm.

He *had written* and read much on the subject.

I *saw* my old friend last week.

They who *have borne* a part in the labour, shall share the reward.

By too eager a pursuit he *ran* a great risk of being disappointed.

When the rules have been wantonly *broken*, there can be no plea for favour.

He would not have *gone*, if he had known it.

You who *have forsaken* your friends, are entitled to no confidence.

### Under Rule 16.

*He that is idle and mischievous, reprove sharply.*

Not correct, because the pronoun *he* is in the nominative case, and is the object of the transitive verb *reprove* : But according to Rule 16, a transitive verb governs the noun or pronoun, which is its object, in the objective case. The sentence should read thus :

*Him* that is idle and mischievous, reprove sharply.

You are displeased with me for admonishing *you*.

He invited my brother and *me* to see his garden.

If he will not hear his best friend, *whom* shall we send to admonish him.

They who have laboured to make us wise and good, are the persons *whom* we ought particularly to love and respect.

Whatever others do, let *thee* and *me* perform our duty.

*Whom* did they send on that important embassy?

*You* who were dead, hath he quickened.

*Him* and *them* we know, but who are you?

We should love, fear, and obey the Author of our being, even *Him* who has power to reward or punish us for ever.

### Under Rule 17.

*Thou art him who sold the books.*

Not proper, because *him* is a pronoun in the objective case, following the neuter verb *art*, which is preceded by the nominative *thou*: But neuter verbs, followed by a noun or pronoun, must have the same case after as before them, agreeable to Rule 17. Therefore *him* should be *he*, a personal pronoun, of the third person singular, nominative following the neutre verb *art*, thus:

Thou art *he* who sold the books.

I believed it to be *them* who raised the report.

Be composed, it is *I*: you have no cause to fear.

I cannot tell who has thus befriended me, unless it is *he* from whom I have received so many favours.

It was not *I* who made the noise.

I would act the same part if I were *he*, or in his situation.

He so much resembled his brother, that at first sight, I took it to be *him*.

It could not have been *she*, for she always acts discreetly.

He is not the person *who* he appeared to be; or better, He is not the person *that* he appeared to be.

After all their professions, is it possible it was *they*?

It might have been *he*, but there is no proof of it.

If it was not *he*, *whom* do you imagine it to have been; or better, If it was not *he*, *who* do you think it was.

### Under Rule 18.

*I need not to solicit him to do a kind action.*

Not correct, because the verb *solicit* in the infinitive



mood, following the verb *need*, is attended by the preposition *to*: But, according to Rule 18, when a verb in the infinitive mood follows the verb *need*, the preposition *to* should be omitted. The sentence should read thus:

I need not solicit him to do a kind action.

And the multitude wondered when they saw those that had been lame, walk; and those that had been blind, see.

I think I should not dare do it.

They need not go at this time.

I bade him shut the door.

It is the difference of their conduct, which makes us approve the one and reject the other.

We may see some persons behave very prudently on such occasions.

### Under Rule 19.

*Though the fact be extraordinary, it certainly did happen.*

Not correct, because the verb *be* has the form of the elliptical future tense of the subjunctive mood, and refers to present time: But, according to Rule 19, this elliptical form must not be used when there is not a direct reference to *future* time. *Be* should be *is*, a neuter verb of the present tense, and the sentence will read thus:

Though the fact *is* extraordinary, it certainly did happen.

No one engages in that business, unless he *aims* at reputation.

If he but *intimates* his desire, it is sufficient to produce obedience.

If he *speaks* only to display his abilities, he is unworthy of attention.

If he *is* in health, I am content.

Though the design *is* laudable, it will involve him in much anxiety.

If thou *censurest* uncharitably, thou deservest no favour.

Whether he *thinks* as he speaks, time will show.

If thou *givest* liberally, thou art entitled to a liberal reward.

Unless the statement *deceives* me, my estate is considerably improved.

Though he *is* high, he hath respect to the lowly.

### Under Rule 20.

*Was I to enumerate all her virtues, it would look like flattery.*

Not correct, because the verb *was*, which refers to present time, is in the imperfect tense of the subjunctive mood, and has not the same form as that used in the plural number : But, according to Rule 20, when the imperfect tense of the verb *to be*, in the subjunctive mood, refers to present time, it must have the same form in the singular number that it has in the plural. The sentence should read thus :

*Were I to enumerate all her virtues, it would look like flattery.*

Although he *was* thy friend, he did not justify thy conduct.

As the governess *was* present, the children behaved properly.

*Were* he ever so great and opulent, this conduct would debase him.

It would be well if the report *were* only the misrepresentation of his enemies.

If he *was* there, he can give us an account of the transaction.

Though I *were* perfect, yet would I not presume.

Yet that *were* vain, if dreams infest the grave.

If he *was* guilty, there is no evidence of the fact.

*Were* man to live coeval with the sun, the patriarch pupil would be learning still.

I would that thou *were* either cold or hot.

Oh! that thou *wert* as my brother.

Remember that thou *wast* a servant in the land of Egypt.

### Under Rule 21.

*If thou sincerely desire, and earnestly pursuest virtue, she will be found of thee.*

Not correct, because the verb *pursuest*, is in the present tense, and is connected by the conjunction *and*, with the verb *desire*, which is in the first future tense (the auxiliary shalt understood) and the nominative *thou* is not repeated: But, according to Rule 21, when verbs are connected by a conjunction, and the nominative not repeated, they must agree in mood and tense. The sentence should read thus :

If thou sincerely desire and earnestly *pursue* virtue, she will be found of thee.

*She was once proud, but is now humble.*

Improper, because the nominative *she* is not repeated, the verb *is*, being necessarily in a different tense from the verb *was*, with which it is connected by the conjunction *but*: But, according to Rule 21, when verbs are connected by a conjunction, if there is a necessary change of tense, the nominative must be repeated. The sentence should read thus :

She was once proud, but *she* is now humble.

Did he not strive to improve his mind, and diligently labour to increase his knowledge?

He would neither do it himself, nor *suffer* another to do it.

He does not want courage, but *he* is defective in sensibility.

Learning strengthens the mind, and, if properly applied, *it* will improve our morals too.

He might have been happy, and *he* is now fully convinced of it.

He is very wealthy, but *he* is not happy:

“Doth he not leave the ninety and nine, and go into the wilderness to seek that which is lost?”

Our season of improvement is short; and whether improved or not, *it* will soon pass away.

Rank may confer influence, but *it* will not necessarily produce virtue.

### Under Rule 22.

*I have written to my friend last week, but have yet received no answer.*

Not correct, because the verb *have written* is in the perfect tense, and refers to a period of time that has fully passed: But, according to Rule 22, in the use of a verb and words, that in point of time, relate to each other, the order of time must be preserved. The sentence should read thus:

*I wrote to my friend last week, but I have yet received no answer.*

*If he arrives in time, he will go to the city in the stage.*

Not correct, because the verb *arrives* is in the present tense, and refers to future time: but, according to Rule 22, in the use of verbs and words, that in point of time, relate to each other, the order of time should be observed. The sentence should read thus:

*If he arrive in time, (shall being understood) he will go to the city in the stage.*

He is a person whom *I have remembered* these many years.

After we *had visited* the city, we returned, content, and thankful, to our retired and peaceful habitation.

At the time of his return, if he *be* expert in his business, he will find employment.

Unless he *learn* faster, he will be no scholar.

No one will engage in that business, unless he *aim* at reputation.

However that affair *terminate*, his conduct will be unimpeachable.

Until repentance *shall have composed* his mind, he will be a stranger to peace.

His sea-sickness was so great, that I often feared he *would die* before our arrival.

I have compassion on the multitude, because they *have continued* with me now three days.

After his journey, he was much changed from what he *had been* before.

The next new year's day, I *shall have* been at school three years.

I propose to go to the city next week, and after I *shall have finished* my business there, to proceed to the Southern States.

John *will have earned* his wages, when his service *shall be completed*.

It required so much care that I feared I *should lose* it before I reached home.

### Under Rule 23.

*He is the strongest of the two.*

Not correct, because the adjective *strongest*, which is used in a comparison between two persons only, is in the *superlative* degree. But, according to Rule 23, when an adjective is used in a comparison between two persons only, it must be in the *comparative* degree. Therefore *strongest* should be *stronger*, an adjective of the comparative degree, thus :

He is the *stronger* of the two.

This is the *best* apple of the three.

James and Samuel are brothers, and though James is the *elder*, Samuel is the *taller* of the two.

Which of those three kites is the *highest* ?

His parents frequently visited him but his mother much the *oftener*. Or, *much more frequently than his father*.

Which is the *better* reader, Thomas or his sister?

The fable says, "The oak and the willow once had a dispute which was the *stronger*."

Samuel and Thomas are studying grammar: but as the latter is the *more diligent* of the two, he will probably attain the knowledge of it the *sooner*. Or, as the latter is *more diligent than the former*, he will probably attain the knowledge of it *sooner*.

A talent of this kind would, perhaps, prove *likelier* than any other to succeed.

### Under Rule 24.

*By the exercising our judgment, it is improved.*

Not correct, because the preposition *of* does not follow the active participle *exercising*, which is preceded by the article *the*. But, according to Rule 24, when an active participle is preceded by an article, it must be followed by the preposition *of*; both of which should be used, or both omitted. The sentence should read, thus:

By the exercising *of* our judgment, it is improved.

Or, the article *the* should be omitted, thus:

By exercising our judgment, it is improved.

It is an overvaluing *of* ourselves, to reduce every thing to the narrow measure of our own capacities.

By observing truth, thou wilt command esteem as well as secure peace.

A person cannot be wise or good, without taking pains for it.

The loving *of* our enemies is a divine command; Or, *loving our enemies*.

Learning languages is very difficult: Or, *The learning of languages is very difficult*.

By reading books written by the best authors, his mind became highly improved.

Not attending to this rule is the cause of a very common error; Or, *want of attention to this rule, &c.*

## Under Rule 25.

*He acted agreeable to his promise.*

Not proper, because the adjective *agreeable* is used instead of an adverb to express the manner of the verb *acted*. But, according to Rule 25, an adjective should not be used instead of an adverb to express the manner of the verb. Therefore *agreeable* should be *agreeably*, and the sentence read thus :

He acted *agreeably* to his promise.

He speaks very *fluently*, but *he* does not reason very coherently.

The task was the *more easily* performed, from the cheerfulness with which they engaged in it.

He conducted himself very *unsuitably* to his profession.

She writes very *neatly*, and spells accurately.

He was so deeply impressed with the subject, that few could speak *more nobly* upon it.

Alas! they are *miserably* poor.

He was *extremely* prodigal; and his property is now *nearly* exhausted.

## Under Rule 26.

*I think I cannot help him no more.*

Not correct, because the two negative words, *not* and *no*, are used in the same simple sentence to express a negative meaning. But, agreeable to Rule 26, two negative words should not be used in the same simple sentence to express a negative meaning. The sentence should be thus :

I think I can help him no more; Or, I think I cannot help him *any* more.

Nothing *ever* affected him so much as this misconduct of his friend.

Do not interrupt me thyself, nor let *any* one disturb my retirement. Or, *Neither interrupt me thyself, nor let any one, &c.*

Death spareth none.

I can give no more for it. Or, *I cannot give any more for it.*

Be honest *and* take no shape *or* semblance of disguise.

### Under Rule 27.

*We ought to thankfully receive the many blessings with which we are favoured.*

Not proper, because the adverb *thankfully* is placed between the preposition *to* and the verb *receive*, which governs it. But, an adverb should not be placed between a verb of the infinitive mood and the preposition *to* which governs it, agreeable to Rule 27. Therefore the adjective *thankfully* should precede the preposition *to*, thus :

We ought *thankfully* to receive the many blessings with which we are favoured.

Please not to interrupt me.

We should strive daily to improve our precious time.

She is said excellently to have performed her part.

Always to keep in view the uncertainty of time, is the way rightly to estimate it.

### Under Rule 28.

*Who did he give the book to?*

Not correct, because the pronoun *who* is in the *nominative* case, and is the object of the preposition *to*. But, according to Rule 28, a preposition governs the noun or pronoun, which is its object, in the objective case. The sentence should read thus :

To *whom* did he give the book ?

He placed the suspicion on somebody in the company ;  
I know not *on whom*.

*From whom* didst thou receive that intelligence ?

Does the boy know *to whom* he spoke ?

Associate not thyself with those of *whom* none can speak well.

I hope it is not *I whom* thou art displeased with. Or,  
*with whom* thou art displeased.



What concord can subsist between those who commit crimes, and *them* that abhor them ?

From the character of those persons *with whom* you associate, your own will be estimated.

### Under Rule 29.

*We should entertain no prejudice to simple and rustic persons.*

Not correct, because the relation between the verb *entertain*, and the noun *prejudice* in the former part of the sentence, and the noun *persons* in the latter part, is not appropriately expressed by the preposition *to*. But, according to Rule 29, in the use of prepositions, particular care should be taken to express the relations by appropriate words. The sentence should read thus :

We should entertain no prejudice *against* simple and rustic persons.

*The first proposal was essentially different, and inferior to the second.*

Not correct, because the relation between the adjective *different* and the noun *proposal* (understood at the end of the sentence) is not clearly expressed by the preposition *to*. But, according to Rule 29, in the use of prepositions, care should be taken to express the relations by appropriate words. The sentence should read thus ;

The first proposal was essentially different *from* the second, and inferior to it.

*Solid peace and contentment consist neither in beauty or riches.*

Not correct, because the conjunction *or* is used to correspond with *neither*. But, agreeable to the observations under Rule 29, *neither* requires *nor* as a corresponding word. The sentence should read thus :

Solid peace and contentment consist neither in beauty *nor* riches.

Several alterations have been made in the work, and some additions to it.

Her sobriety and silence *are* no derogation *from* her understanding.

This place is not *so* pleasant as we expected.

*So* far as I am able to judge, the book is well written. Neither has he, nor *have* any other persons suspected so much dissimulation.

The king of France, or *the king of* England was to have been the umpire.

We can carefully confide *in* none but the truly good.

Sincerity is as valuable *as knowledge*, and even more valuable.

Whatever we do secretly, shall be displayed in the clearest light.

We are often disappointed *in* things, which, before possession, promised much enjoyment.

I have no occasion *for* his services.

He was accused *of* having acted dishonourably.

Though the practice is conformable *to* custom, it is not warrantable.

Many have profited *by* good advice.

The deaf man whose ears were opened, and *whose* tongue *was* loosened, doubtless glorified the great physician.

### Under Rule 30.

*Oh!* *thee*, who art so unmindful of thy duty.

Not proper, because *thee* is a pronoun of the second person, objective case, following the interjection *Oh!* But interjections require the nominative case of a noun or pronoun of the second or third person after them, agreeable to Rule 30. Therefore *thee* should be *thou*, a personal pronoun of the second person singular, nominative case, following the interjection *Oh!* thus:

*Oh!* *thou*, who art so unmindful of thy duty.

*Ah!* wretched *me*, how ungrateful!

*Oh!* happy *they*, surrounded with so many blessings.

Hail! *thou*, that art highly favoured.

How swiftly our time passes away! and *ah!* *us*, how little concerned to improve it!

Welcome *thou*, who hast been so long expected.







md

md

m  
md

m

LIBRARY OF CONGRESS



0 003 238 384 1